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ABSTRACT

This report from the President of Oakton Community College (OCC) to the Board of Trustees presents and supports a recommendation to retain the college's interdisciplinary cluster system. Following introductory comments, the report discusses reasons for establishing a cluster college at the present, highlighting the benefits of this systems for faculty, students, and administration. Next, reasons for maintaining a cluster system once it has been established are identified, with emphasis on the 14-year history of the cluster system at OCC. The next section offers responses to criticisms of the existing cluster system and deficiencies that have been observed in it. Information is then presented on the administration of six other community colleges in the region. The concluding section summarizes the advantages of the cluster system and offers the following recommendations: (1) that the Board affirm the organization of the college into clusters; (2) that five clusters be maintained and a dean with a strong mathematics or science background be recruited for one of the clusters; (3) that the president take steps to reduce confusion among faculty and students; (4) that funds be allocated for faculty release time; (5) that annual evaluations of the functions of the clusters be conducted; and (6) that reorganization decisions be made by spring 1988. Recommendations concerning the cluster system in 1983-84 are appended. (AYC)

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ED244670

RECOMMENDATION ON ACADEMIC ORGANIZATION

W. A. Koehnline
President
Oakton Community College

December 1, 1983

JC 840 256

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Oakton
Community
College

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MEMO

Date December 1, 1983

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To Board of Trustees

From W. A. Koehnline WK

Subject Recommendation on Academic Organization

I have studied the new material on clusters and divisions. Some of it I have forwarded to you. On the basis of my study and dialogue, I am prepared to make a recommendation supported by an explicit rationale.

My specific recommendation, in six parts, concludes this document. I recommend that the Board affirm the organization into clusters. I recommend that there continue to be five clusters. I recommend that a search for a fifth cluster dean be initiated. Further, I recommend that the person sought for the vacant deanship should have a strong background in mathematics and/or physical science. In support of these recommendations, I make three others, intended to correct observed deficiencies and to assure continual monitoring of the cluster system.

The body of this recommendation consists of four parts, as follows:

1. Reasons for establishing a cluster system in 1983.
2. Reasons for maintaining a cluster system once established.
3. Response to criticism and observed deficiencies in the existing cluster system.
4. Comparison with organizations of nearby community colleges.

Following these sections, I make my six specific recommendations.

Reasons for Establishing a Cluster System (1983)

As part of my study of the comparative merits of clusters and divisions, I am considering elsewhere two aspects not included here. They are the philosophy of organization underlying the two forms, and the history of clusters and faculty opinion regarding them, 1970-1983. In what follows I am separating the reasons that would motivate establishing a cluster system if we did not have one, from the reasons for maintaining a strengthened cluster system that has been in existence for fourteen years. A number of the reasons are paraphrased from the faculty study.

A system which organizes faculty into interdisciplinary units for administrative purposes should be established.

It will help faculty develop a college-wide perspective. Each can be a contributing part of the total collegiate part of the total collegiate enterprise. Each can get beyond the limitations of a single discipline.

At the same time, it will give the faculty member a broad view of the specialized discipline as it relates to other disciplines. Most important, it will give the faculty member a broad perspective on the needs of students.

In a cross-disciplinary organization, the faculty member can draw on the specialized expertise of a wide range of colleagues.

The faculty will have the benefit of an ongoing forum for multiple points of view, which can provide a balance to the individual's limited viewpoint.

Through daily association with close colleagues in disciplines other than his or her own, the faculty member can share teaching methods and take advantage of a wide ranging of teaching strategies. Clusters can encourage creativity and innovation. They can produce a greater variety of interdisciplinary courses, tandems (pairs of courses taught together for the purpose of having one subject matter illuminate the other), in-house visiting lecturers, etc. In other words, clusters can increase the richness of the educational experience for students.

Beyond the advantages to faculty in their teaching and professional lives, and to students in their learning, the cluster has tactical advantages for the college. Unlike the department or division, a cluster can transfer faculty easily. There is a place to go inside the college. Thus a cluster can grow, or it can shrink. It can adjust for purposes of new stimulus, or to reduce interpersonal friction. It can bring together faculty who share a style of teaching or a common emphasis. It is open-ended.

Clusters permit the group to address classroom and student problems in an interdisciplinary setting.

In a college, new or continuing which incorporates the student development model, a cluster system is the ideal form of organization. Both requires that faculty view the student as a whole person, not just as a receptacle for specialized knowledge.

The cluster system will facilitate college-wide funding support for programs of value and interest to many disciplines. The cluster system will facilitate the informal advising of students.

If Oakton were beginning in 1983, it could incorporate the current nationwide interest in interdisciplinary studies by establishing an interdisciplinary system of organization. Such a system would receive commendation from professional leaders in many fields, who keep saying that no one field is adequate to deal with its own problems, to say nothing of the problems of the world as a whole.

Reasons for Maintaining a Cluster System

All of the reasons that would apply to a new institution being organized in 1983 apply with double or triple force to a college that implemented the cluster form of organization nearly fourteen years ago. All of the anticipated benefits have been gained, in varying degrees, since the second semester of the college's operations, when the first "cluster deans" were designated.

While there are a number of problems associated with academic organization at Oakton Community College, not all of them by any means are the result of the cluster system per se. Disadvantages and problems will be addressed in the next section. There are reasons beyond those cited for organizing a college on a cluster basis that apply to maintaining clusters in an established cluster college.

The cluster system, by its very nature, permits modification to correct any flaws or imbalances that may come into being. The procedures exist, but have not been invoked during the past year because the number of units, and the fundamental question of whether those units would continue to be called clusters, has remained open. To affirm, strengthen, and maintain the clusters would result in minimal disruption. To change from clusters to some other form of organization, specifically divisions, would result in at least temporary major disruption. The role not only of deans, but of coordinators of programs and disciplines, would be, at least during a semester of transition, "up for grabs."

After fourteen years, a major component of the faculty is convinced that the cluster is a more appropriate form of organization than the division for this particular college. To abandon the cluster system at this time would be to reject their experience and their carefully prepared support of a system that was once an administrative innovation, but is now a faculty-supported fact of academic life.

With these faculty, I continue to believe that our system, which encourages faculty-to-faculty contact across discipline lines is best to serve the leading of basic skills, general concepts, and a broad-based understanding of the history and development of human thought. Those are our central educational goals, and the cluster system serves them well.

Although it is true that cluster colleges were once five or six times more numerous than they are today, it is also true that "faculty from other colleges often openly admire the possibilities a system such as ours would afford." I can add that I continue to get intellectual support and reinforcement for "the Oakton idea" from colleagues across the United States, some of whom have been watching our college for years, and some of whom are just discovering it this year.

I will demonstrate in a following section that the cluster system is not significantly different in cost from other variations on the divisional system. There is no solid argument pro or con based on finances. The reasons for the cluster system were and are education. They still apply. I still support them. I commend them to you.

I am encouraged in this recommendaton by the pro-cluster faculty's conclusion that "there is a tremendous reluctance to give up the richness of interaction with colleagues from other disciplines." The faculty who worked on the study during August, September, and October, 1983, found that the cluster system had, as I have always hoped that it would have, a benefit in the discussion and interaction that the system itself provokes. As they put it "The discussion of this issue has generated the kind of excitement and participation which tends to occur most prominently in an interdisciplinary system. The committee itself has behaved in a true interdisciplinary fashion and reflects the thinking of all five clusters and many individuals."

In responding to criticism in the next session, and in my concluding recommendations I will address the possibility "short of dismantling the cluster system" which can respond to currently experienced problems. Like the pro-cluster faculty, I hope there is the energy commitment to make the system work. I have the commitment and I believe the Oakton community as a whole has the energy. I want to have a continuing opportunity to make it work.

Response to Criticism and Observed Deficiencies in the Existing Cluster System

The cluster system as it exists in late fall, 1983, has a number of problems associated with it or attributed to it. Some of the problems attributed to it are due to human frailty, and other causes, not to the system itself. Some say students are confused by the system. We find no evidence to indicate any loss of educational value caused by the alleged confusion. Problems of locating classrooms and instructors are common wherever the signage is inadequate. They do not arise from the organization. Signage is being supplied.

The academic administration of the college does not include a scientist. This is an accident of professional migration. Two former permanent deans--Jim Butzek and Ann Hastings--and two former acting deans--John Mikulski and Terry Trobec--were scientists. As the pro-cluster faculty conclude, "The solution to this seems not to require the reorganization of the entire college." My recommendation on filling the fifth deanship addresses this real but not fundamental problem.

Clusters need to be redefined for those who have forgotten their intent, or have never known it. This can be done promptly and effectively if I am authorized to maintain and strengthen the clusters.

Cluster leadership varies in quality. That is also true of departments and divisions wherever they exist. It is not desirable to eliminate clusters in order to improve the quality of academic leadership. There is no guarantee that such improvement would occur, no matter how drastic the reorganization.

One of the most important sentences in the pro-cluster faculty summation is this: "While a mediocre college could be run more easily through a more traditional system, clusters require an extraordinary amount of energy and dedication." That is profoundly true. One can draw two further conclusions, depending on whether one wants to make higher demands in order to achieve more, or is content to accept a lower energy output. In the first case, the requirement of extraordinary energy and dedication is a positive factor. In the second case, it is unrealistic and foolish. One must decide. I opt for the first conclusion, and urge the Board of Trustees to do the same.

The disadvantages spelled out by the pro-division faculty are overlapping. A full response calls for some unavoidable repetition. Rather than be accused of avoiding an issue, therefore, I will respond to each stated problem as many times as it is restated.

It is said that the cluster system "de-emphasizes discipline matters." It is true that the integrity of a discipline is not the principal focus of a learning cluster. The same is true of an academic division. Only the narrowest department--something that isn't even proposed for Oakton or any community college--puts its primary emphasis on a single discipline. It can be argued that a group of related disciplines can be effectively supported by the division. My own experience is that even closely related disciplines have conflicting claims, and that not only the social sciences but some of the non-social sciences present serious problems of logical grouping. Emphasis on the limits of the disciplines at the 100 or 200 level may be intriguing, but it is not academically beneficial.

It is said that the cluster system hinders communication, cooperation, and coordination. I say that it requires more explicit attention to these matters.

It is said that there is lack of day-to-day coordination of common courses. The implication is that day-to-day coordination is desirable. That is arguable. Among experienced teachers, I believe that day-to-day coordination is so rare as to be unheard of under any system.

It is said that the cluster system is "tired and aged." In fact, the student newspaper published a cartoon showing the clusters as dinosaurs. My answer is that clusters can be refreshed without hiring or firing, whereas divisions cannot. Some of us are tired, and certainly all of us are older than we were in 1970. If it is true that clusters need refreshing, I also think that is a sign of hope. Clusters are "refreshable."

It is said that the clusters are not stimulating, and that their activities are meaningless for the experienced teacher. I take this to mean that some faculty aren't stimulated and that some in fact, are bored. And I say this tells me more about the faculty member than it does about the weakness or strength of any system of organization. I defy any system to excite positively those who do not wish to be excited. Testimony by other faculty indicates that some are stimulated, some are not. This is not a conclusive argument.

I have spoken elsewhere of the "directory" problem. It should not be necessary to put all chemistry teachers in one room in order to help those who wish to find them to know where to look.

Politics can waste faculty time in any system. I seriously doubt that in any case "cluster loyalty or cluster power may supercede the interests of the school." Divisional politics can also be vicious. It is, in fact, much more likely that a sub-group closely identified with one subject would let their interests supercede those of the college as a whole than that a single mini-college, designed to be representative of the whole, would be inclined to subvert the whole that it represents.

The cluster system requires explanation. Many worthwhile human inventions require explanation. In this case, I believe, self consciousness and the need for explanation are virtues. It is right and proper to give thought to how and why we are organized as we are. A system that requires no thought is not superior to one that requires thought. Actually, for most students, either system is "transparent." It simply isn't seen at all. For those who want to look at it, as faculty and administrators should, there are reasons.

Delivery of mail is a variation on the "directory problem." It is real, but essentially trivial.

The system is unvisual. That isn't a condemnation. The system is neither disorganized nor chaotic. It is not amorphous. Its shape is different from that of a divisionalized college, but it does have shape.

It has been asserted that meaningful comparisons with non-cluster colleges cannot be made, and that meaningful comparisons within the college are difficult. Our computerized financial management system makes hundreds of meaningful (and meaningless) comparisons easy to make. This is done every month by every budget administrator in the college.

The pro-division faculty cite as an example of the inability to make comparisons the fact that "a considerable amount of administrative work done by faculty is funded as overload pay" and does not show up as released time assignments. The real problem here is not caused by nor even related to the cluster system. In one case, a coordinator has refused to do the work required of her position without additional compensation, and that compensation has been provided through questionable classification of her work. In the only other case of which the faculty was willing to speak, they regarded staff development as a non-faculty function, and therefore objected to its showing up in the faculty compensation budget. These are potential problems and differences of opinion, but they are not caused by the cluster system nor would they be solved by adopting a division or department system.

Relationships among faculty and deans can be complicated. Decisions can be delayed. When functioning optimally, the complexity does not cause or excuse postponement. It can be an excuse.

Part-time faculty require special attention from deans and coordinators. This is a part of the demand made by the cluster system. It is not significantly greater than that required by part-time faculty in divisional and departmental systems. Two dissertations now in progress by Oakton-related doctoral students will shed further light on this problem.

Faculty evaluation has been less than credible in recent years. This is a serious problem, but is not causally related to the cluster system. The problem is being addressed. It needs to be continually addressed and renewed in any system or institution.

It has been asserted that the cluster system is "much more expensive than the traditional division/departmental system." Since no figures on the traditional system are available, I will attempt a comparison with specific neighboring colleges, all of which represent variations on the divisional system. It is by no means clear that either system, per se, is more expensive than the other.

It has been said that the lack of specialization by the deans is a weakness of the system. Rather than reply in the abstract, I will cite my experience and that of my associates in three community colleges, each organized on a departmental or divisional basis, where I served before the founding of Oakton Community College. What I observed is this: At Flint Community Junior College, at Cuyahoga Community College, and at Harrisburg Area Community College, while I was an academic administrator there, a majority of the first-line academic administrators were not specialists in the subjects taught by a majority of the faculty for which they had responsibility. I believe this is common. One cannot afford to have subject-matter specialists as administrators for every specialty. Consequently, we don't. Nobody does. It is the coordinators as we call them, or course committee chairmen, or subject matter leaders by whatever name we call them--the traditional name is "Professor"--who must take this responsibility. This is true under the cluster system. It is true under the divisional system as well.

It is said that the cluster system has a negative image and is regarded as non-professional. That is a half-truth. As other faculty--and I have added other administrators--say, people outside have commented often on the cluster system's advantages, and have said they wished they could share them. In fact, those who dislike clusters provoke and therefore hear negative comments. Those who value clusters provoke positive-valued comments.

It is said that the clusters stifle innovation. That is patently untrue. They promote it.

It is said that they cause creativity to be twisted. I don't understand the comment, but I have no reason to believe it, whatever it means. It is said that morale is depressed. I note only that this statement is made by the same persons who call the system "tired and aged." If one wishes to be depressed, or if one cannot help being depressed, one will be depressed. Organizational systems aren't the causes of depression. We, ourselves, are that.

Finally, it is said that there used to be more cluster colleges than there are now. That is true. It says nothing about validity, but only that the dynamics of different institutions are different. I believe Oakton still has, and will have for years to come, the dynamism to support the cluster system.

The Organizational Patterns of Community Colleges in Oakton's Region

At the request of Dr. Vye, we have attempted to secure current information on the administrative organization of the other community colleges in our region. For comparison, I present in this section the information we have been able to obtain from College of DuPage, College of Lake County, Morton College, Triton, and William Rainey Harper College. Moraine Valley Community College has provided us with information on academic administration only. The Moraine Valley chart and my description of it are included in alphabetical order, but do not figure in the concluding generalizations, because we do not have the basis for calculation.

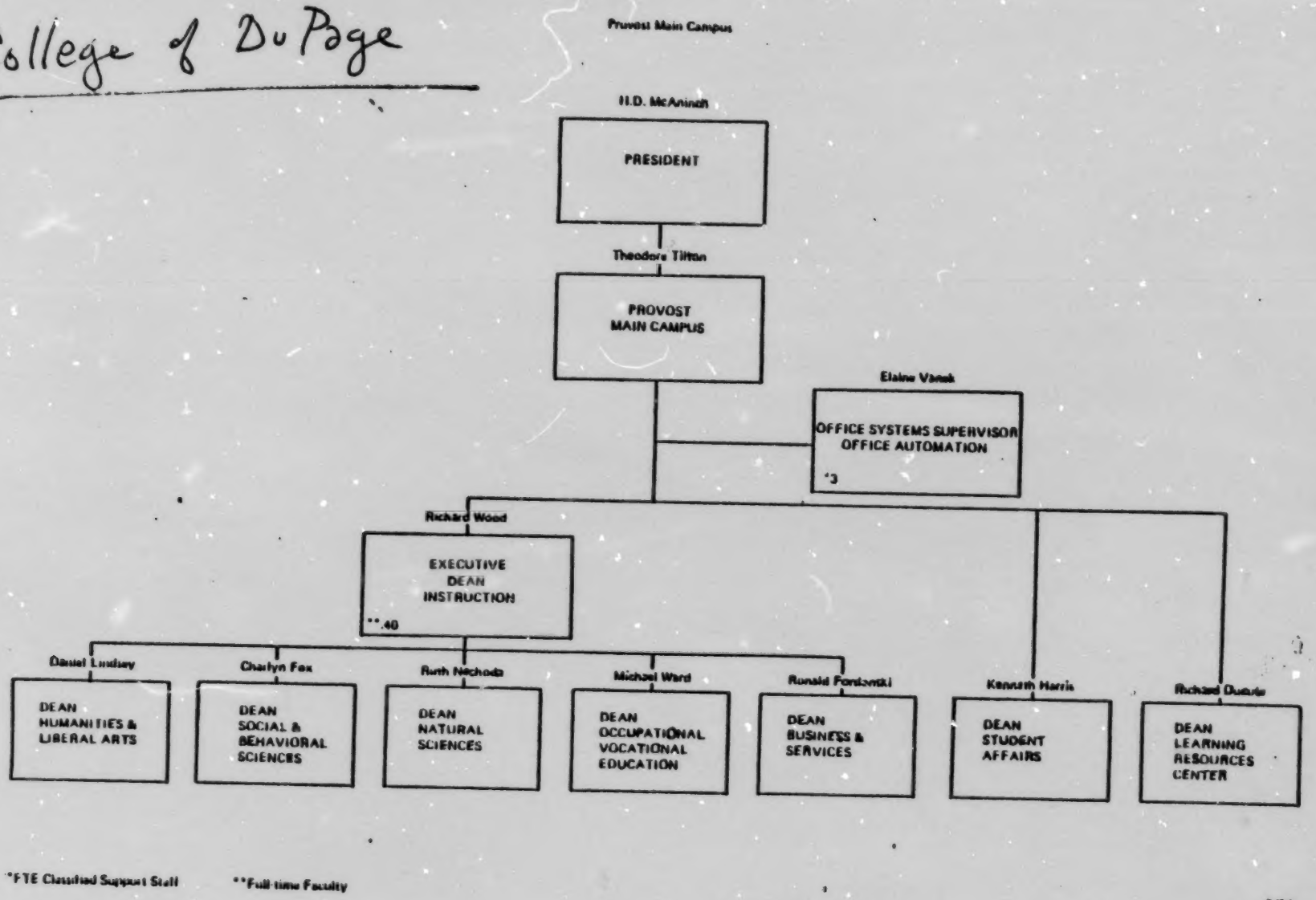
College of DuPage represents its academic administration on a series of two charts, most recently revised in February, 1982. These charts totally omit the "Open Campus" operation, involving 2 administrators and six full-time faculty (a ratio of 1:3, by far the highest in our local regional sample).

Taking only the "Main Campus" as its subject, the first chart shows nine administrators reporting to the provost. These are the Office Systems Supervisor, the Executive Dean, and seven deans--humanities and liberal arts, social and behavioral sciences, natural sciences, occupational and vocational education, business and services, student affairs, and learning resource center.

The second chart, which represents only those persons reporting to the Executive Dean, shows five deans, a director, and administrative assistant, a coordinator of programming, and seven associate deans--communications, humanities and liberal arts, social and behavioral sciences, natural sciences, physical education and athletics, health and public services, and technology. If all of these persons were to be regarded as administrators (as Oakton, Morton, College of Lake County, Harper, and Triton would regard them) then College of DuPage would have not nine academic administrators as reported, but nineteen, and would be comparable with the rest of the sample.

The "divisions" recognized by College of DuPage are seven. They require eleven administrators, not counting central administration, student services, business services, and community and administrative services.

College of DuPage



*FTE Classified Support Staff **Full-time Faculty

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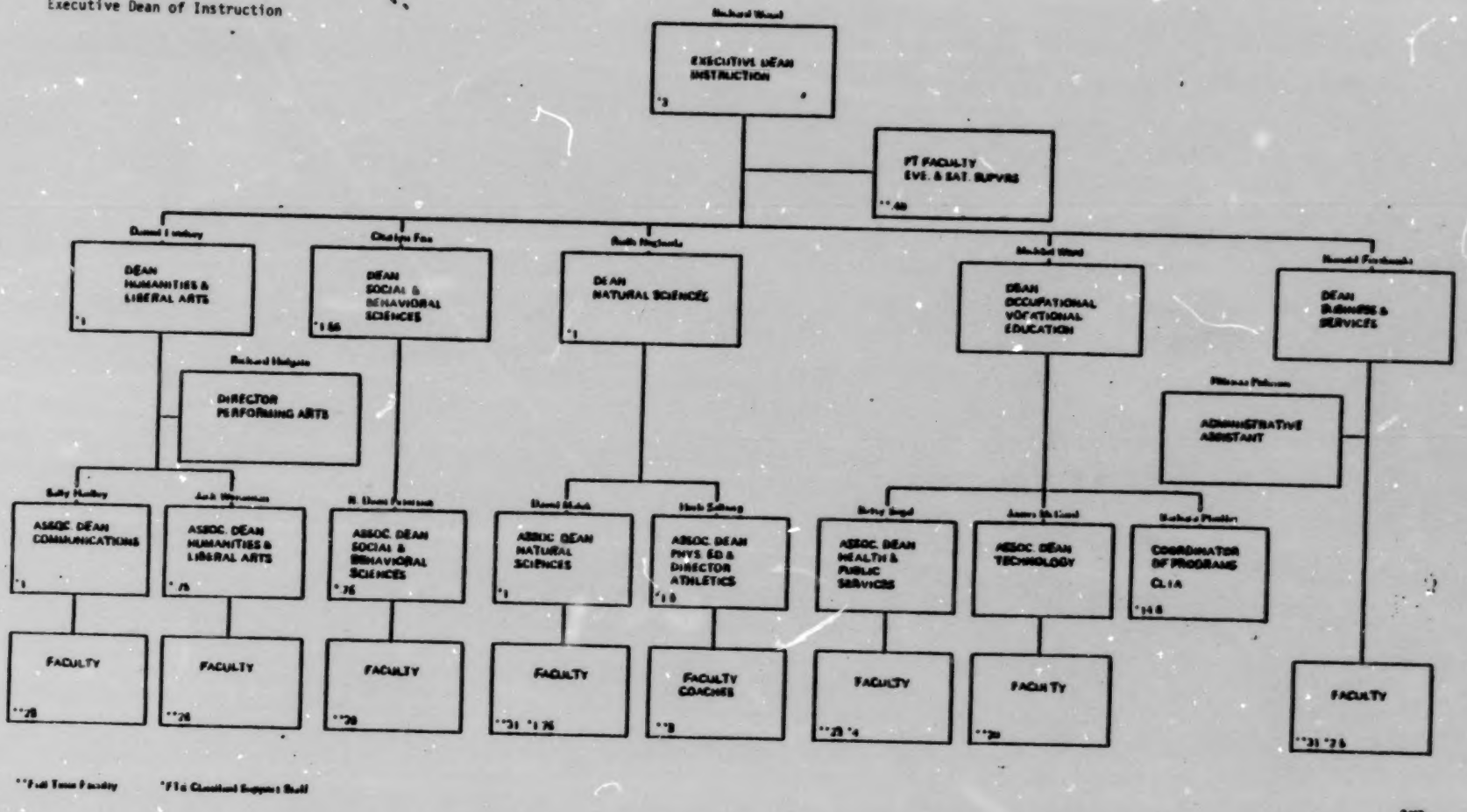
Executive Dean of Instruction



**Full Time Faculty *Fte Classified Support Staff

3/82

8b

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College of Lake County represents its organization on a series of six "Tables of Organization." The first shows only corporate entities--the Federation of teachers, the committees, the student senate, the college senate, college commissions, the college foundation, general advisory council, economic development council, and advisory committees, and is thus of no comparative interest to us. The second shows a provost, two vice presidents, a director, a secretary, and executive assistant, and an economic development center reporting to the president. One of these is a vice president for educational affairs, incorporating the function of OCC's Vice President for Curriculum and Instruction and Vice President for Student Development. The other is a Vice President for Administrative Affairs, incorporating Business and Finance with Community and Administrative Services. Even at this level, the structure is not readily comparable either to OCC or to College of DuPage.

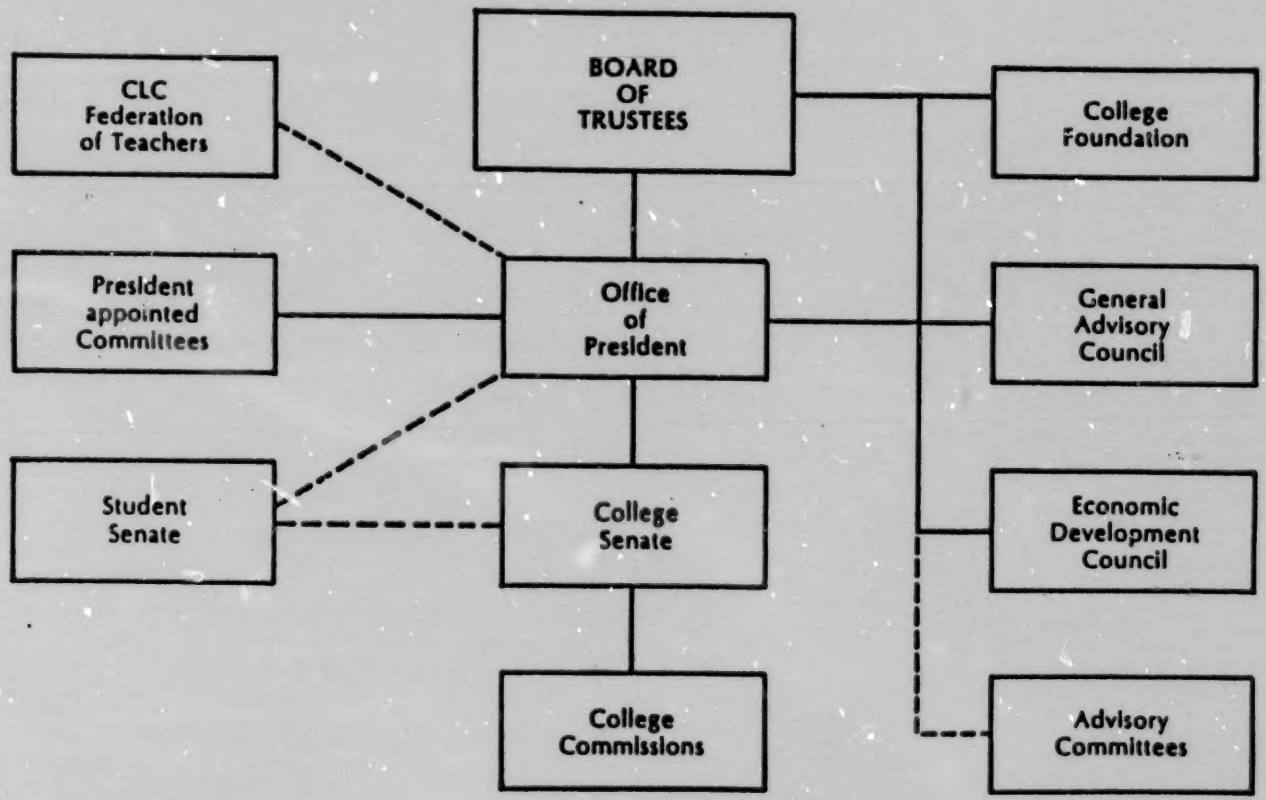
Table III shows nine administrators and two non-administrators reporting to the vice president for administrative affairs. This compares with thirteen administrators, two of them at the level of assistant director, reporting to OCC's two non-academic vice presidents.

Table IV for CLC shows approximately twenty-seven functions reporting to the vice president for educational affairs. Of these the most significant for our comparison are the six associate academic deans, whose titles and functions are not detailed on the printed chart. A hand-written note tells us that they are as follows: Biological and health sciences, business education, communication arts/fine arts/humanities, engineering math, physical sciences, health/physical education/recreational athletics, and social science. These "divisions," as compared with those at College of DuPage, really consist of thirteen "departments," somewhat arbitrarily grouped into six units.

College of Lake County

College Governance

CLC Tables of Organization
-I-



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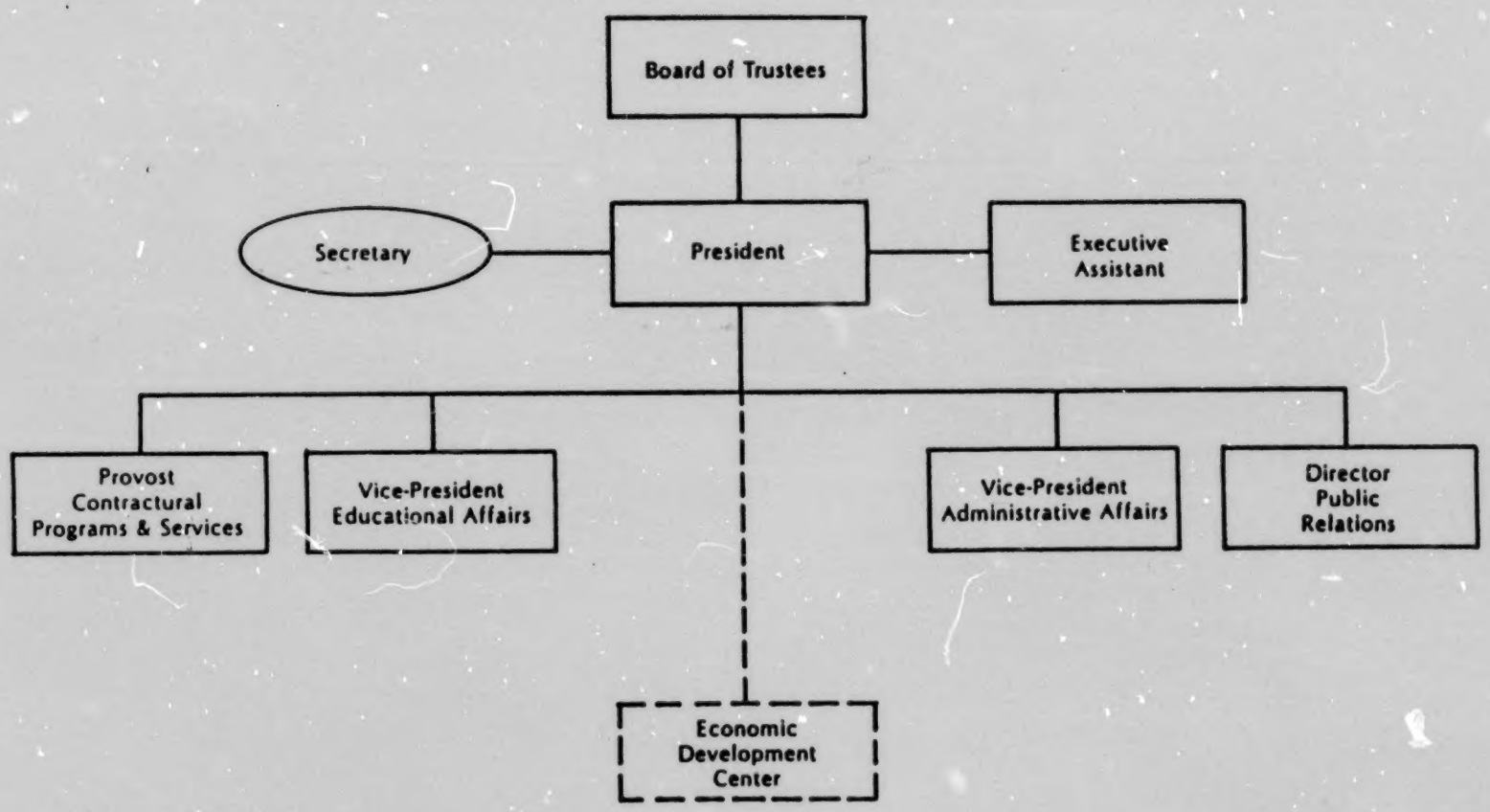
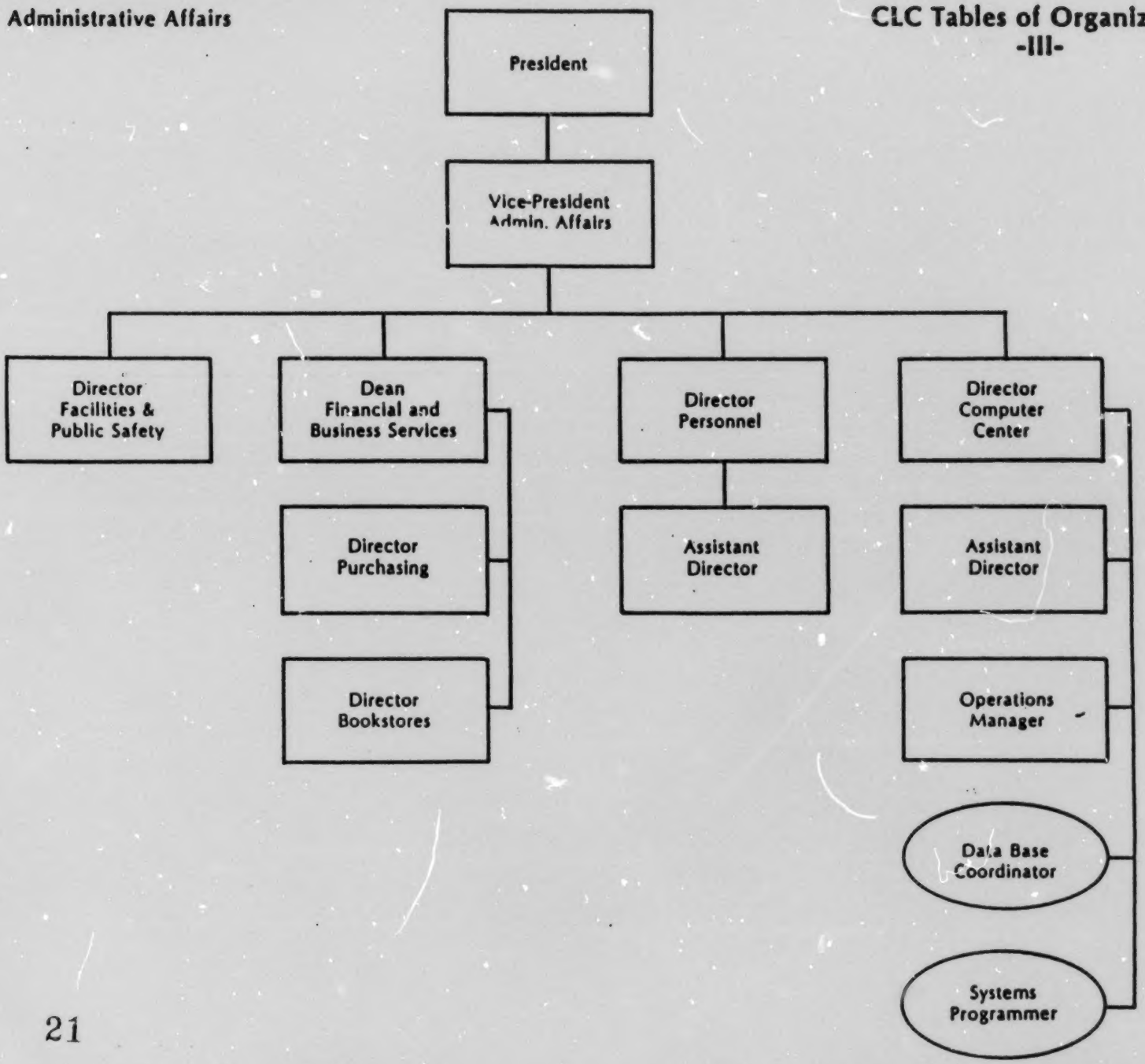
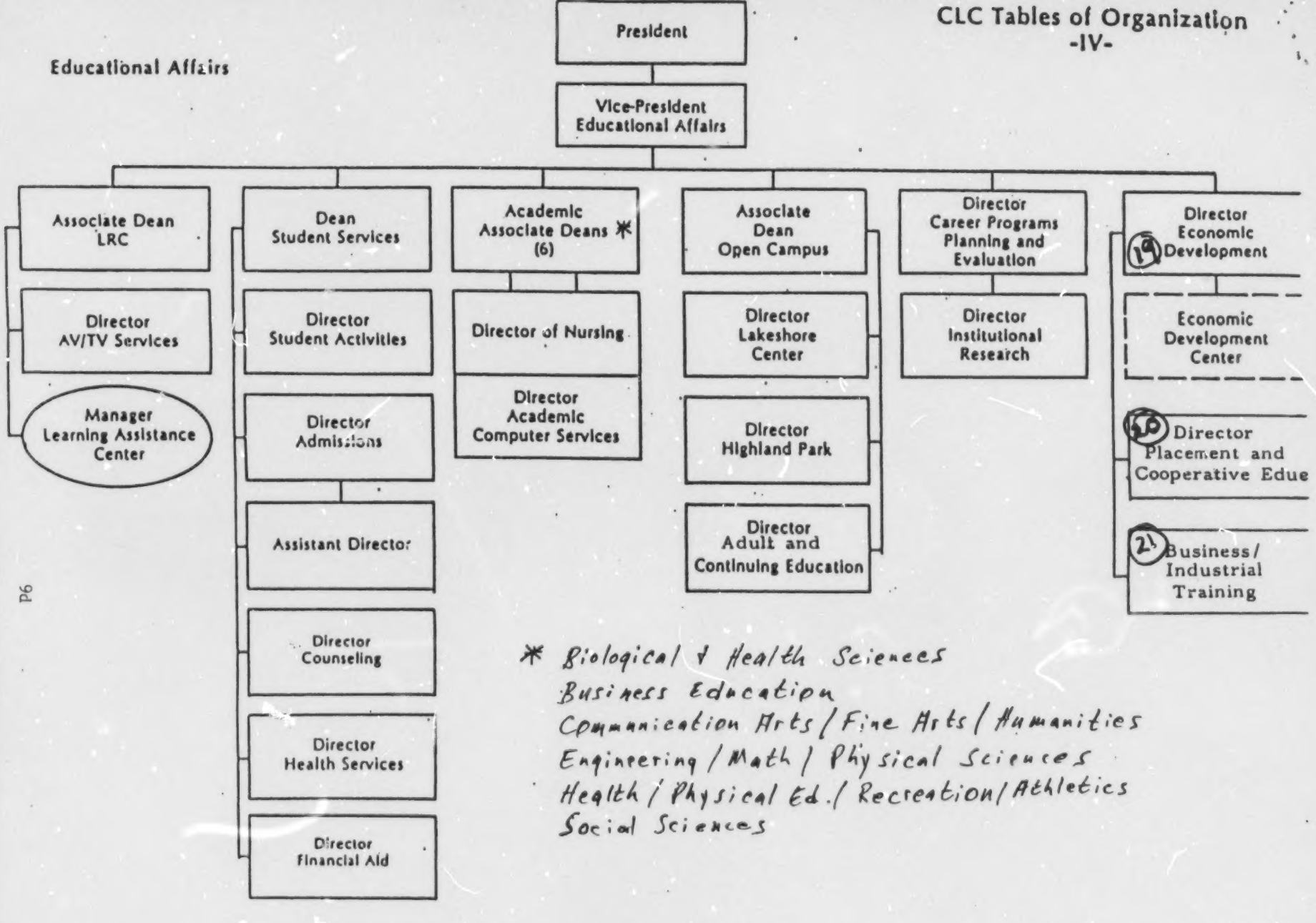
Administrative Organization


Board of Trustees
Secretary
President
Executive Assistant
Provost Contractural Programs & Services
Vice-President Educational Affairs
Vice-President Administrative Affairs
Director Public Relations
Economic Development Center

9b


President
Vice-President
Admin. Affairs
Director
Facilities &
Public Safety
Dean
Financial and
Business Services
Director
Purchasing
Director
Bookstores
Director
Personnel
Assistant
Director
Director
Computer
Center
Assistant
Director
Operations
Manager
Data Base
Coordinator
Systems
Programmer

Educational Affairs

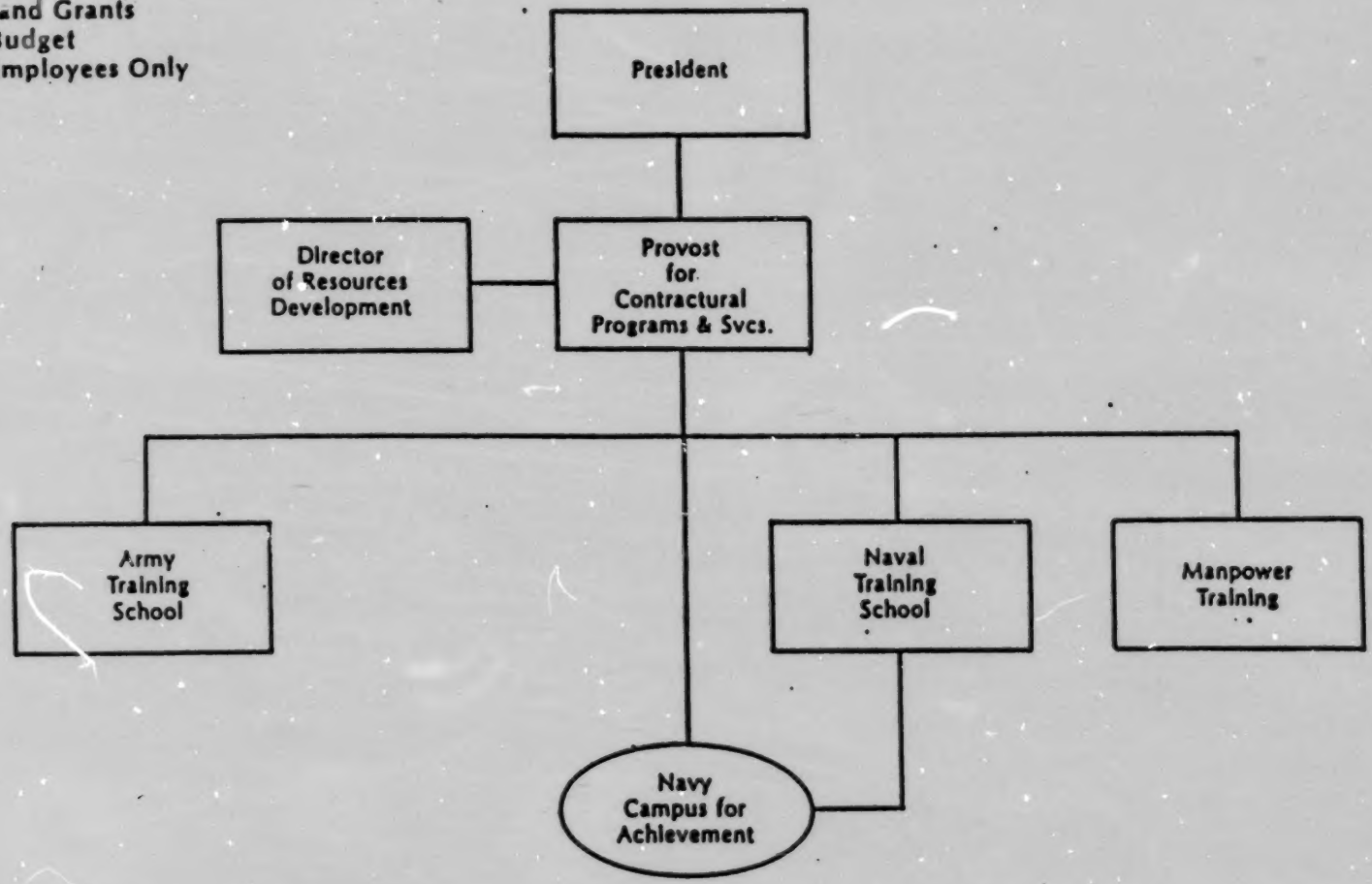


P6

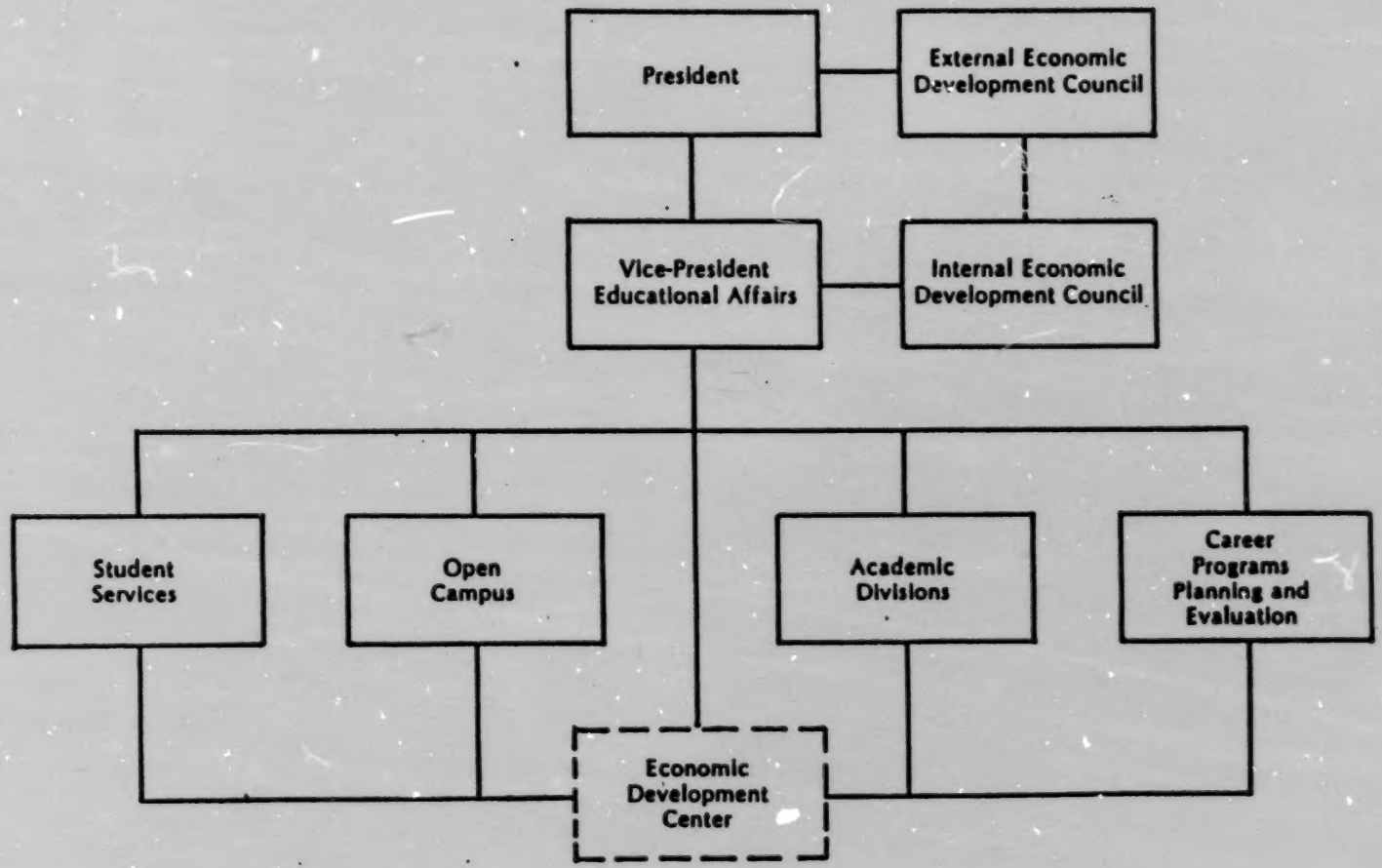
* Biological & Health Sciences
Business Education
Communication Arts / Fine Arts / Humanities
Engineering / Math / Physical Sciences
Health / Physical Ed. / Recreation / Athletics
Social Sciences

Contractual
Programs & Services

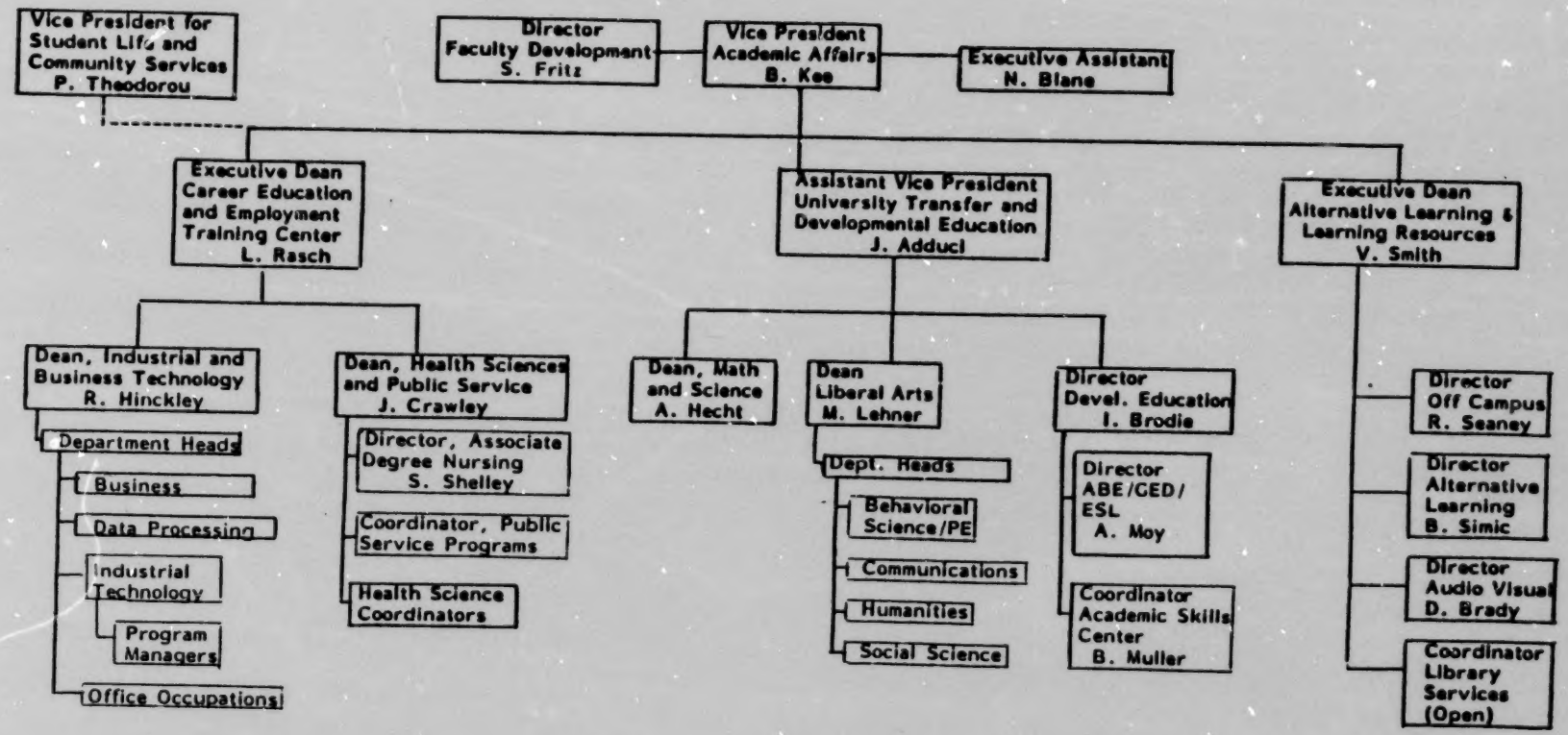
- Totally Funded from Contracts and Grants
- Separate Budget
- Contract Employees Only



Evolving
Economic Development
Center — 1983



Moraine Valley Community College, which was once organized as a cluster college, and which is cited by our pro-division faculty as an example of the wisdom of eliminating the cluster system, did so definitively as of July 1, 1983. Dr. Byron Kee, the Vice President for Academic Affairs at Moraine Valley, sent us only the chart for his area. Therefore there is no basis for an overall comparison. Dr. Kee's chart, which follows, shows a dotted-line relationship with the Vice President for Student Life and Community Services, a position that incorporates many of the functions of two Oakton Vice Presidents. Reporting to Dr. Kee are an Assistant Vice President and two Executive Deans. Reporting to the Assistant Vice President are two Deans, two Directors, and the Coordinator of the Academic Skills Center. Under one of the Deans are four Department Heads (presumably faculty members with administrative assignment and released time or stipend). Under the Executive Dean for Career Education and Employment Training Center are two Deans, one supervising three Department Heads plus a "Department" of Office Occupations. The other supervises the Director of ADN, the Coordinator of Public Service Programs, and an unstated number of health science coordinators. Finally, the Executive Dean for Alternative Learning and Learning Resources supervises three directors and a coordinator, whose position is currently unfilled. With a Director of Faculty Development and an Executive Assistant, Dr. Kee thus supervises at least sixteen persons whom we would classify as administrators, plus fifteen other para-professionals or professionals performing administrative duties.

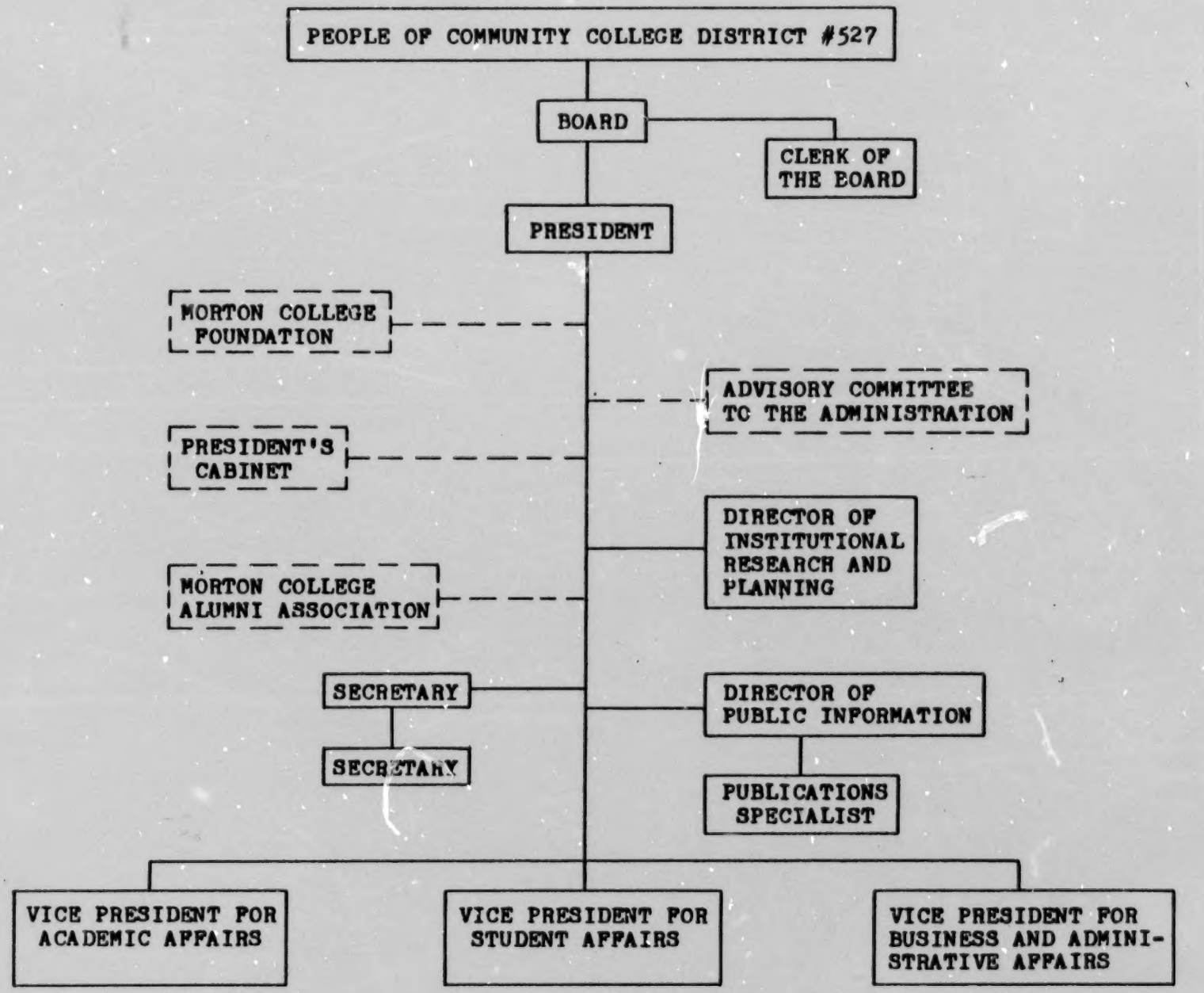

Vice President for Student Life and Community Services P. Theodorou
Director Faculty Development S. Fritz
Vice President Academic Affairs B. Kee
Executive Assistant N. Blane
Executive Dean Career Education and Employment Training Center L. Rasch
Assistant Vice President University Transfer and Developmental Education J. Adduci
Executive Dean Alternative Learning & Learning Resources V. Smith
Dean, Industrial and Business Technology R. Hinckley
Department Heads
Business
Data Processing
Industrial Technology
Program Managers
Office Occupations
Dean, Health Sciences and Public Service J. Crawley
Director, Associate Degree Nursing S. Shelley
Coordinator, Public Service Programs
Health Science Coordinators
Dean, Math and Science A. Hecht
Dean Liberal Arts M. Lehner
Dept. Heads
Behavioral Science/PE
Communications
Humanities
Social Science
Director Devel. Education I. Brodie
Director ABE/GED/ ESL A. Moy
Coordinator Academic Skills Center B. Muller
Director Off Campus R. Seaney
Director Alternative Learning B. Simic
Director Audio Visual D. Brady
Coordinator Library Services (Open)

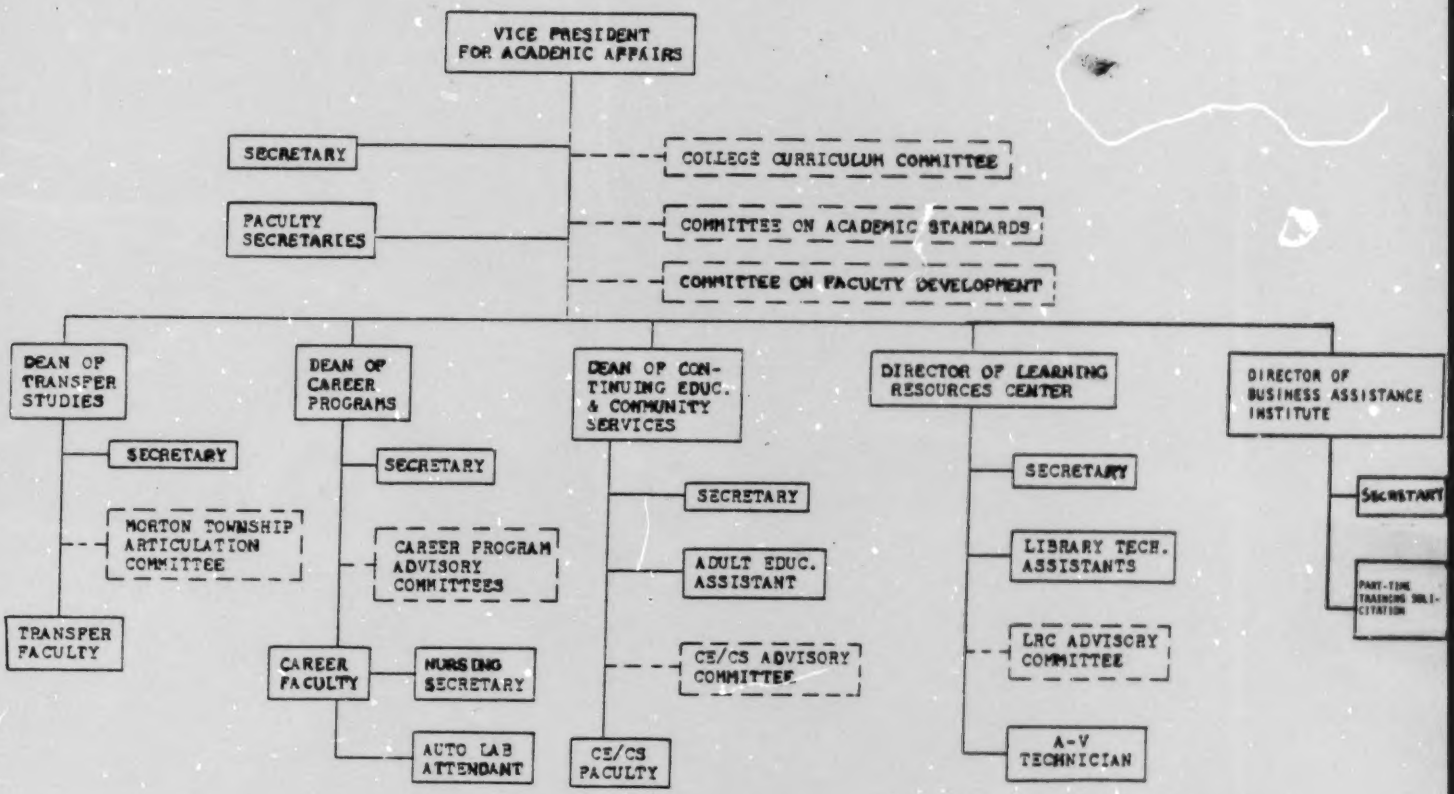
10a

Morton College, the smallest institution in the regional sample represents its administrative organization on two charts. The first shows three vice presidents--academic affairs, student affairs, and business and administration affairs--and two other offices--research and planning and public information--reporting to the president. The second shows three deans, two directors, and a variety of other personnel, reporting to the vice president for academic affairs. The deans represent transfer studies, career programs, and continuing education and community services.

A supplementary communication from Morton College--"Departmental Organization and Responsibilities"--identifies ten departments reporting to the three deans. A close reading of this document indicates that "departments" at Morton College are somewhat fictitious entities, which are used for work assignment purposes under the union contract.

MORTON COLLEGE ORGANIZATION CHART




VICE PRESIDENT FOR ACADEMIC AFFAIRS
SECRETARY
FACULTY SECRETARIES
COLLEGE CURRICULUM COMMITTEE
COMMITTEE ON ACADEMIC STANDARDS
COMMITTEE ON FACULTY DEVELOPMENT
DEAN OF TRANSFER STUDIES
SECRETARY
MORTON TOWNSHIP ARTICULATION COMMITTEE
TRANSFER FACULTY
DEAN OF CAREER PROGRAMS
SECRETARY
CAREER PROGRAM ADVISORY COMMITTEES
CAREER FACULTY
NURSING SECRETARY
AUTO LAB ATTENDANT
DEAN OF CONTINUING EDUC. & COMMUNITY SERVICES
SECRETARY
ADULT EDUC. ASSISTANT
CE/CS ADVISORY COMMITTEE
CE/CS FACULTY
DIRECTOR OF LEARNING RESOURCES CENTER
SECRETARY
LIBRARY TECH. ASSISTANTS
LRC ADVISORY COMMITTEE
A-V TECHNICIAN
DIRECTOR OF BUSINESS ASSISTANCE INSTITUTE
SECRETARY

ARTICLE 8.0

DEPARTMENTAL ORGANIZATION AND RESPONSIBILITIES

8.1 Effective Date. Effective during the term of this Agreement all instructional departments shall be grouped as follows:

8.1.1 Division of Transfer Studies

Group I: Communications

- Language Arts
- Speech and Theatre Arts

Group II: Man and Society

- Behavioral Science
- Physical Education
- Social Science

Group III: Mathematics and Science

- Mathematics
- Life Science
- Physical Science

Group IV: Fine Arts and Humanities

- Art
- Humanities
- Music

8.1.2 Division of Career Programs

Group V: Business Occupations

- Business Management
- Data Processing
- Marketing
- Traffic and Transportation Management
- Real Estate
- Secretarial
- Finance and Credit

Group VI: Health Occupations

Dental Assisting
Nursing
Physical Therapist Assistant

Group VII: Industrial Occupations

Automotive Technology
Drafting Technology
Electronic Technology
Heating, Ventilation and Air Conditioning Technology
Welding Technology

Group VIII: Public Service Occupations

Law Enforcement Education
Library Technical Assistant

8.1.3 Division of Continuing and Community Education

Group IX: Continuing Education

General Studies

Group X: Community Education

Public Services

8.2 One Faculty Member to be Assigned from Each Department. At least one member from each department shall be assigned by each department to work in a group for the purpose of developing innovative and interdisciplinary studies with the approval and under the direction of the Vice-President for Academic Affairs. However, this group shall not prevent any department or group of departments of the College from developing experimental, interdisciplinary, and/or innovative courses of their own.

Each departmental representative shall submit a resume report of his participation to his department at the end of each semester and to the President of the College and the Board of Trustees for their review and consideration at the end of the school year.

8.3 Changes in Department. In the event that a department is informed by the administration of the possibility of changes in said department pertaining to curricula or teacher welfare not covered by the Board-Union Agreement, the department shall immediately call a meeting to discuss these proposed changes. The opinions of the departments that are pertinent to the proposed cnanges shall be conveyed to the administration by the department.

8.4 Supervisor to Call Meetings. The supervisor shall call department and/or group meetings as circumstances indicate for the purpose of conducting business.

8.5 Participation in Employment Activities. In the screening, interviewing, and selecting of all new faculty members, the department members and the Vice-President for Academic Affairs shaTl be involved. The Vice-President for Academic Affairs contacts outside sources, such as university placement offices, and accepts and acknowledges applications for employment. Department members and other staff members also submit names of possible candidates.

The department shall receive the ten applications judged most promising by the Vice-President for Academic Affairs. However, the department members have the right to consider all of the applicants if they desire. After the department members have reviewed the letters of application, they and the Vice-President for Academic Affairs select the candidates to be interviewed.

The initial interview of each selected candidate is conducted by the Vice-President for Academic Affairs and the department. The evaluations of these members are considered by the Vice-President for Academic Affairs when together they hold their final discussion to

determine a candidate to recommend to the President. The Vice-President for Academic Affairs has the final responsibility to make this recommendation.

8.6 Summer-School Assignments. No full-time Morton College faculty member who has requested a summer session or overload-pay assignment 35 days before the commencement of classes for courses that he is qualified to teach shall be denied such assignment while a person not a regular member of the Morton College faculty is assigned such courses.

Priority for teaching summer school or overload classes shall be as follows:

1. Full-time faculty in the department
2. Other qualified professionals

Not withstanding the above, no full-time faculty member shall have an overload if another full-time faculty member is underloaded and is qualified to teach one or more offerings in the overloaded department. Qualifications shall be determined jointly by the Vice-President for Academic Affairs and the department after consultation with the faculty member concerned. The Vice-President for Academic Affairs shall have the final responsibility for making this assignment. No faculty member shall have a load exceeding 20 equated contact hours (normal + overload).

8.7 Exam Proctoring. The responsibility for proctoring examinations shall be that of the faculty.

8.8 Course Outlines. The supervisor shall provide all tenured, probationary, full-time or substitute faculty members with current course outlines or syllabi. The faculty member shall be required to follow these outlines and syllabi.

8.9 Course Offering. Course-offering procedure is as follows:

8.9.1 In consultation with faculty of the department.

8.9.2 If there is a disagreement between the department and the supervisor, the department will report this to the Vice-President. If there is a disagreement between the department and the Vice-President, the department will report this to the President in writing with a copy to the Vice-President for Academic Affairs.

8.9.3 The President will make the final decision.

8.10 Teaching Assignments. Teaching assignments shall be made by the following procedures:

8.10.1 In consultation with department faculty.

8.10.2 If there is a disagreement between the department and the supervisor, the department will report this to the Vice-President. If there is a disagreement between the department and the Vice-President, the department will report this to the President in writing with a copy to the Vice-President for Academic Affairs.

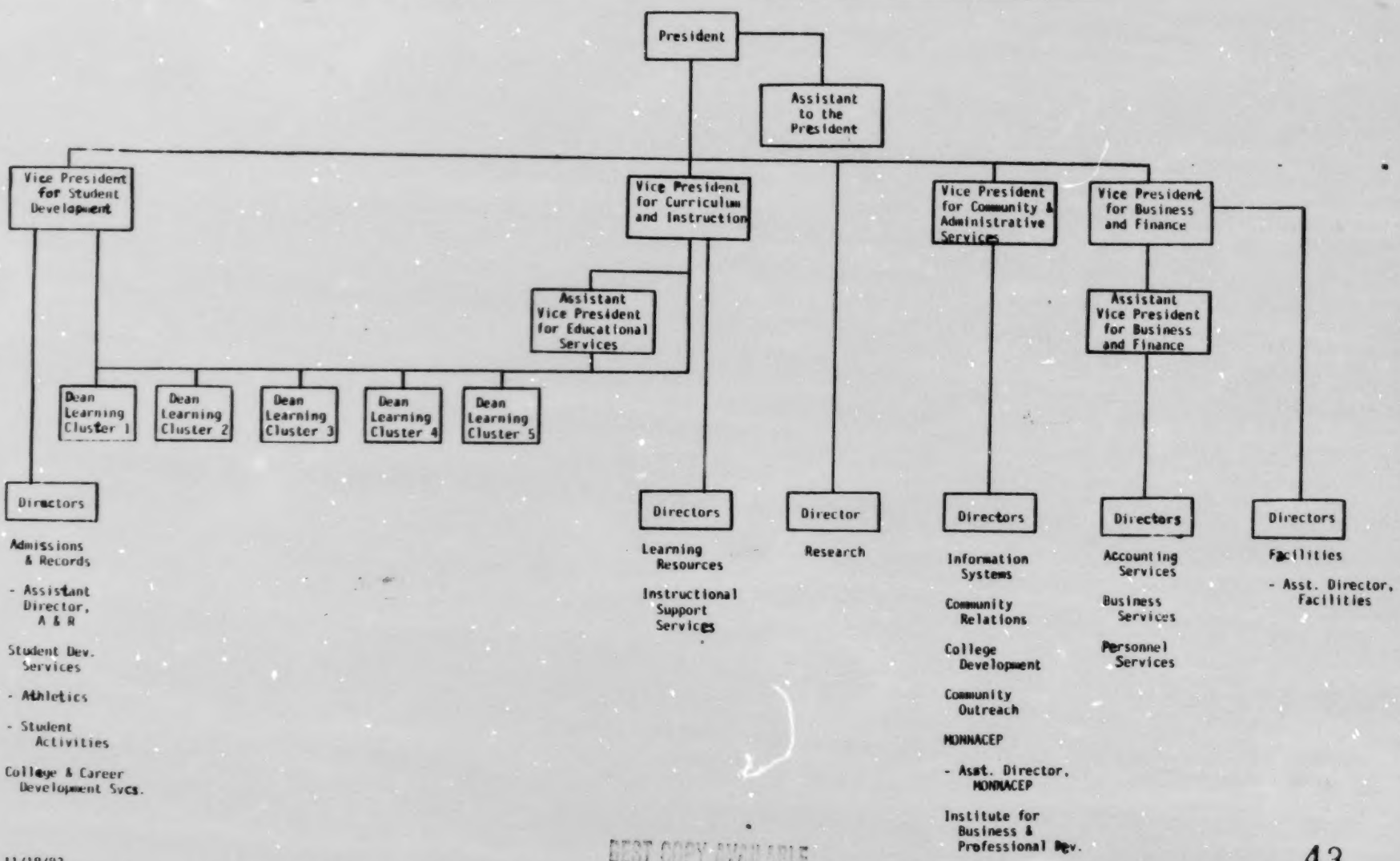
8.10.3 The President will make the final decision.

8.10.4 Assignments are to be based upon recognized criteria of qualifications for the course to be taught and shall also take into account the desirability of rotation among fully qualified instructors for a particular course.

Oakton Community College as currently organized represents 33 administrative positions on a single chart. Of these, two vice presidents, one assistant vice president, five deans, and two directors could be described as academic administrators. This is in proportion to the administrative loading of our sister colleges, and tends to be on the lean side. Other things being equal, one would expect this pattern to be cost effective.

ADMINISTRATIVE ORGANIZATION 1983

ILLINOIS PUBLIC COMMUNITY COLLEGE DISTRICT 535 - OAKTON COMMUNITY COLLEGE BOARD OF TRUSTEES



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11/18/83

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ADMINISTRATORS

		Phone#	Room#
President	W. A. Koehnline	1801	1510
Assistant to the President	Robert C. Lawler (acting)	1802	1506
Director of Research	Trudy Bers	1894	1524
Vice President for Curriculum and Instruction	Harvey S. Irlen	1660	2516
Director of Learning Resources	Joseph F. Borowski	1640	1417
Director of Instructional Support Services	Kaye B. Bentley	1656	2445
Asst. Vice President for Educational Services	Kathleen F. Arns	1404	104 Skokie
Vice President for Student Development	John P. Donohue	1739	2229
Director of Admissions and Records	John D. Gagin	1717	1241
Asst. Director of Admissions and Records	Terrence J. Sullivan	1717	1243
Director of Student Development Services	Steven R. Helfgot	1745	2231
Director of College and Career Development Svcs.	Nancy Bentley	1896	1503
Director of Athletics	Thomas R. Jorndt	1753	1162
Director of Student Activities	Robert C. Lawler	1699	2511
Vice President for Community and Administrative Services	B. Diane Davis	1711	2518
Director of Information Systems	Gary W. Saben	1631	0536
Director of Community Relations	Jan Hamilton	1866	1184
Director of College Development	Liz Borowitz	1893	1198
Director of Community Services	Patricia R. Handzel	1672	1182
Director of Institute for Business and Professional Development	William F. Rothwell	1665	2532
Director of MONNACEP	Alexander S. Kruzel	1808	1522
Asst. Director of MONNACEP for Program Operation	Stanley G. Harris	1423	160 Skokie
Vice President for Business and Finance	David E. Hilquist	1876	2590
Director of Facilities	Guy C. Parker	1780	0522
Asst. Director of Facilities	Walter Toporek	1781	0521
Asst. Vice President for Business and Finance	Teresa C. Sharrard	1818	1220
Director of Accounting Services	E. Curtis Gripp	1637	1170
Director of Business Services	Carl F. Costanza	1630	1166
Director of Personnel Services	Patrick E. Fahey	1675	1188
Dean of Learning Cluster One	Carol A. Davis	1686	2106
Dean of Learning Cluster Two	Pamela Drell (acting)	1690	2236
Dean of Learning Cluster Three	Richard L. Stoninger	1952	2652
Dean of Learning Cluster Four	Urban A. Thobe	1694	2506
Dean of Learning Cluster Five	Thomas A. Zimanzl	1912	2637

REVISED
9/1/83
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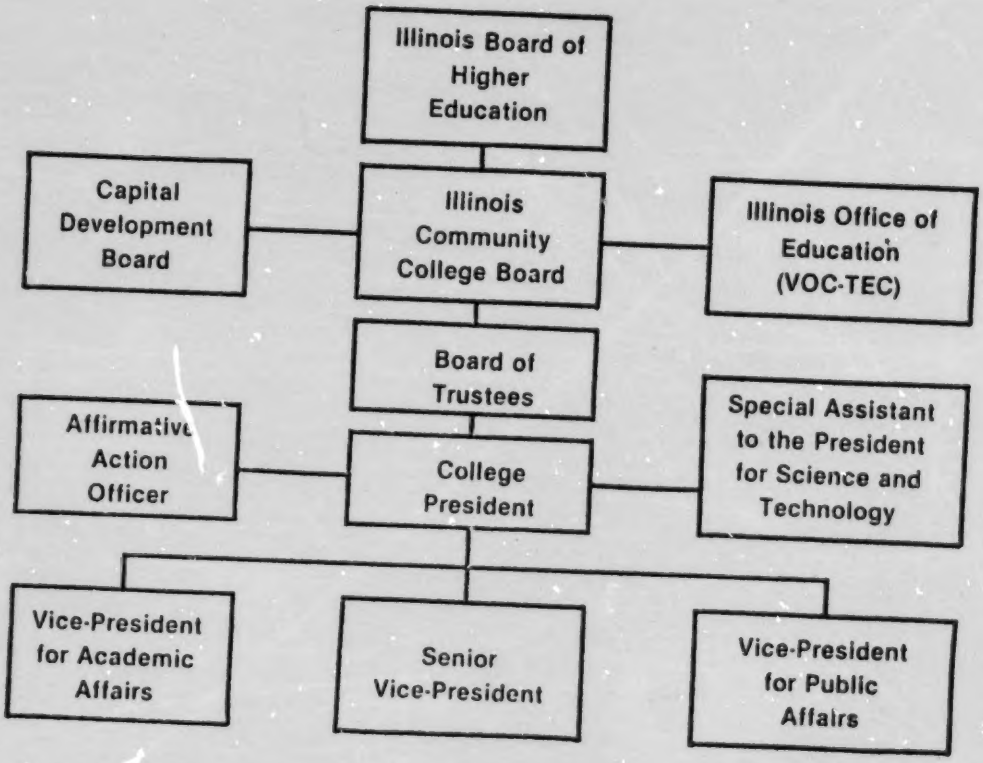
Triton College graciously revised its organizational charts to bring them up-to-date for our comparison. Their package consists of no less than eleven charts. The first of these, marked "Draft," shows ten boxes, three of which are above and beyond the district. The fourth box is the local Board. The fifth, sixth, and seventh boxes represent the president and his immediate staff. The eighth, ninth, and tenth represent vice presidents.

Triton's second chart displays the college's full complexity, with no less than seventy-three boxes, with six of the boxes representing chairpersons and faculty. The three charts that follow--business office, public affairs, and student affairs, are beside the point for comparisons of academic organization. The six charts that follow them, however, are all relevant.

Academic Affairs shows one Vice President, an Associate Vice President, an Assistant to the Vice President, and five deans, each of whom has a subsequent table of organization of his or her own. Under the Dean of Arts and Sciences there are an Associate Dean, two Assistant Deans, a Director, a Supervisor, and an unstated number of chairpersons and faculty. Under the Dean, School of Career Education, are an Associate Dean and an Assistant Dean in staff relationship, plus two Associate Deans, two Assistant Deans, a Director, a coordinator, and an unstated number of department chairpersons and faculty members. Under the Dean, Nursing and Allied Health, are an Assistant Dean, and the chairperson and faculty. Under the Dean of Continuing Education are an Associate Dean, an Assistant to the Dean who is also a Director, two Executive Directors, four coordinators, unstated number of program developers, an administrative assistant, two directors, an assistant director, a coordinator, an office of special events, and an unstated number of extension center directors. On these five charts, disregarding chairpersons, faculty, coordinators, and program developers, none of whom would be called "administrators" at Oakton, there are twenty-five different academic administrative positions shown. Under the Dean of Learning Resources, there are thirteen functions represented, at least three of whom would be called administrators if they were within Oakton's administrative structure.

DRAFT

TRITON COLLEGE ORGANIZATIONAL CHART


Illinois Board of Higher Education
Capital Development Board
Illinois Community College Board
Illinois Office of Education (VOC-TEC)
Board of Trustees
Affirmative Action Officer
College President
Special Assistant to the President for Science and Technology
Vice-President for Academic Affairs
Senior Vice-President
Vice-President for Public Affairs

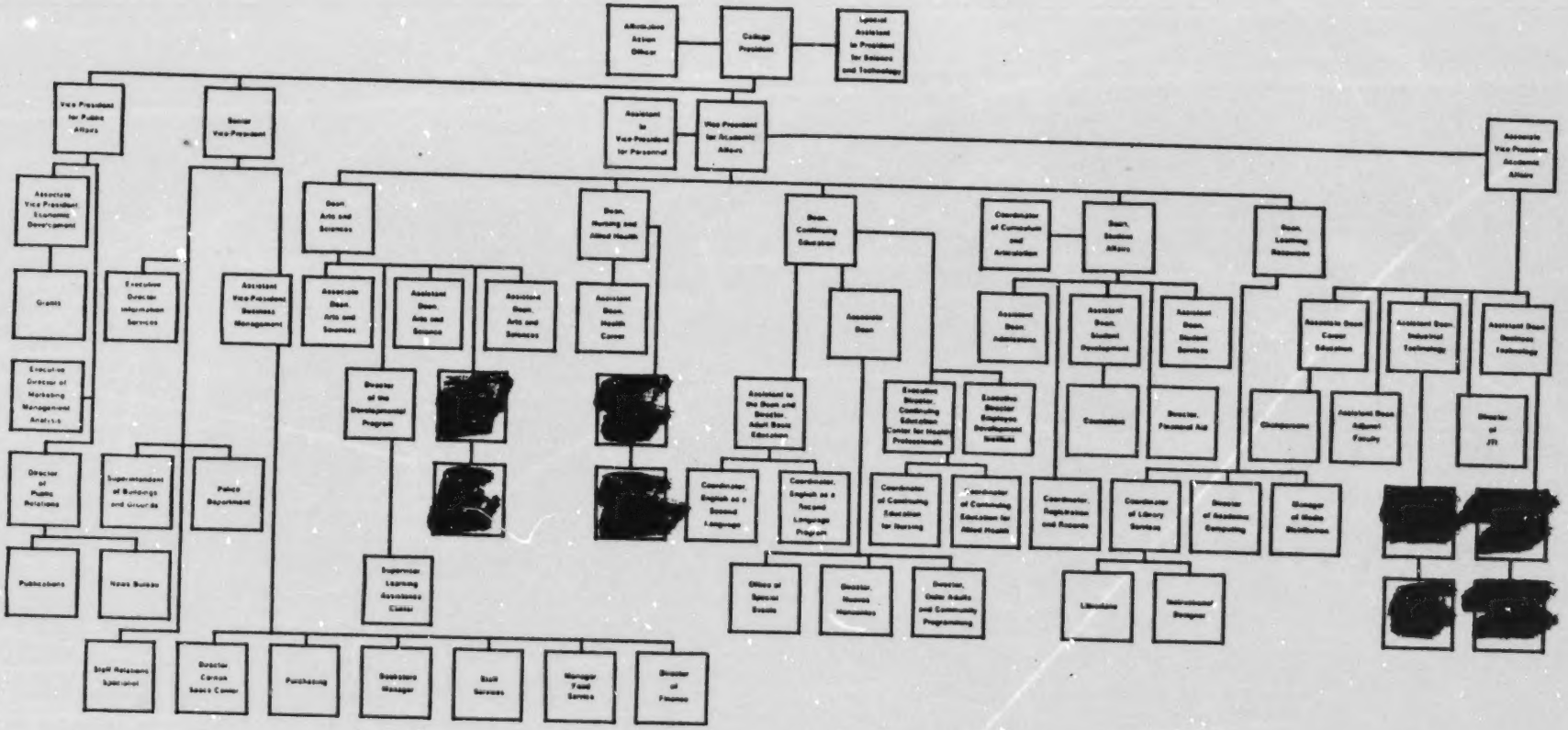


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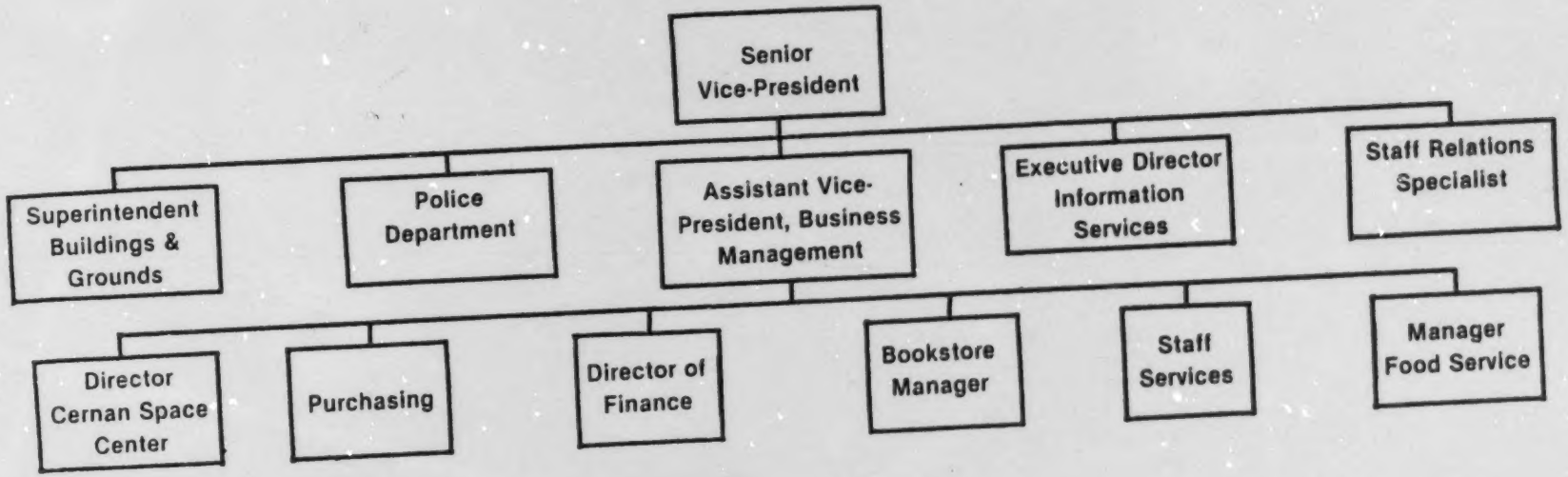
TABLE OF ORGANIZATION · BUSINESS OFFICE



13c

TABLE OF ORGANIZATION - PUBLIC AFFAIRS

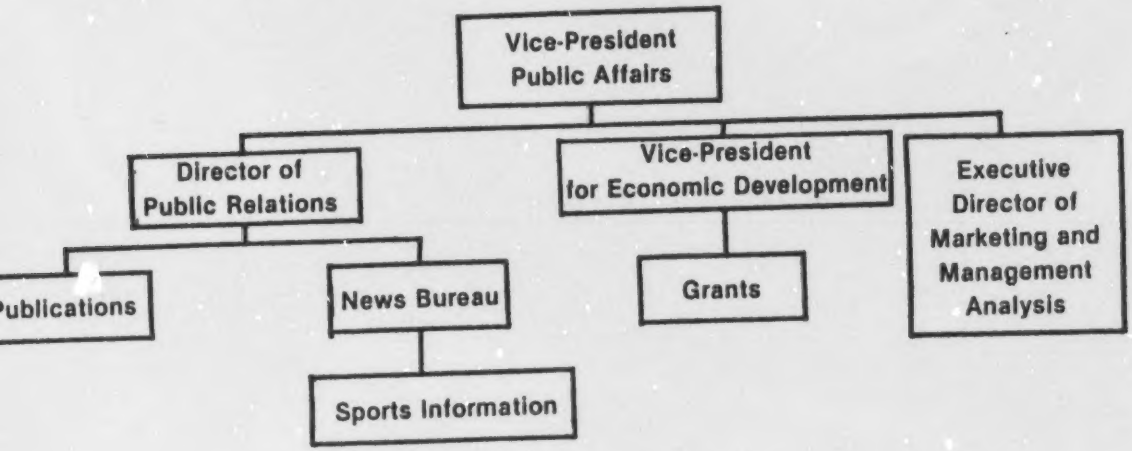
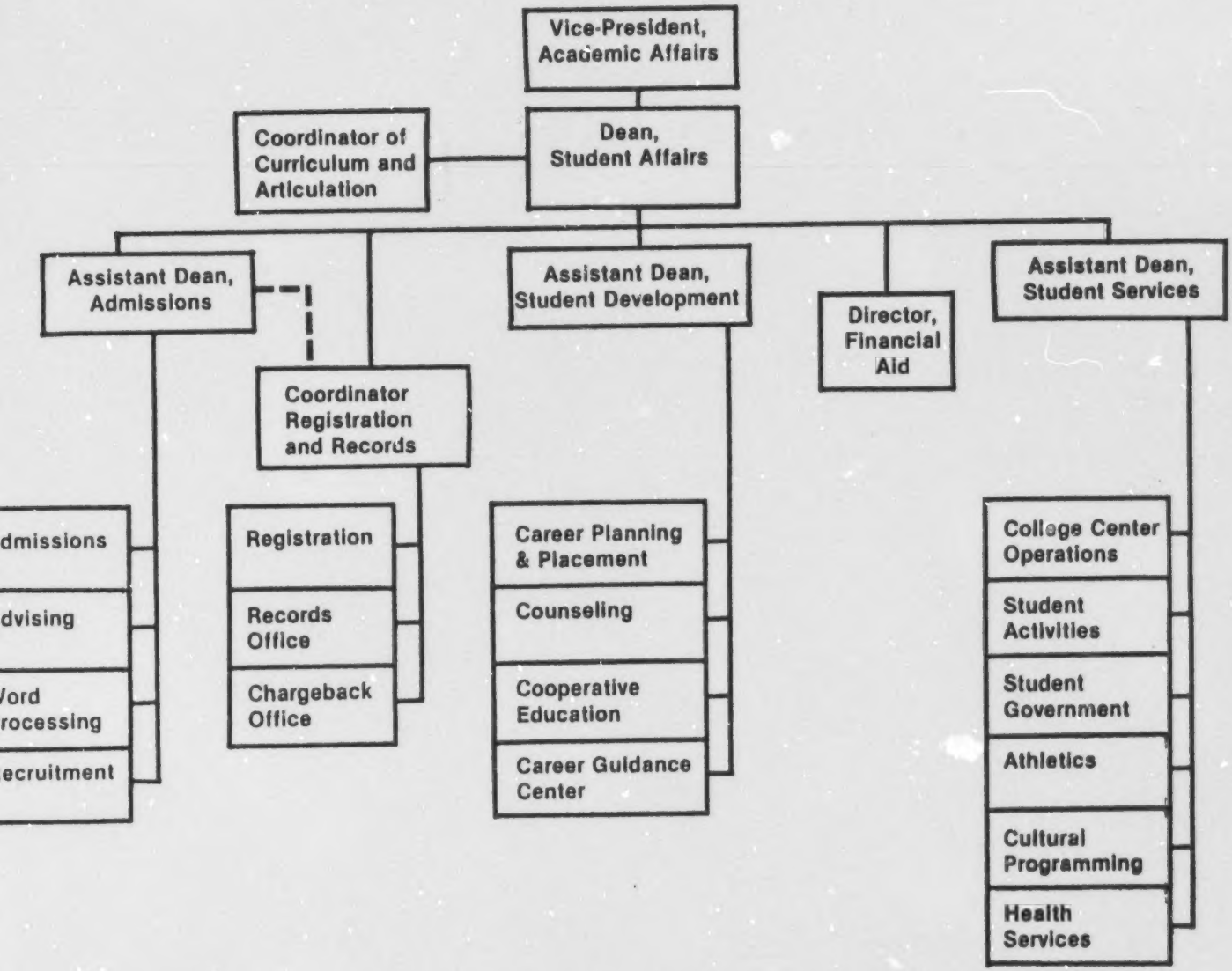


TABLE OF ORGANIZATION - STUDENT AFFAIRS



13f

TABLE OF ORGANIZATION · ACADEMIC AFFAIRS

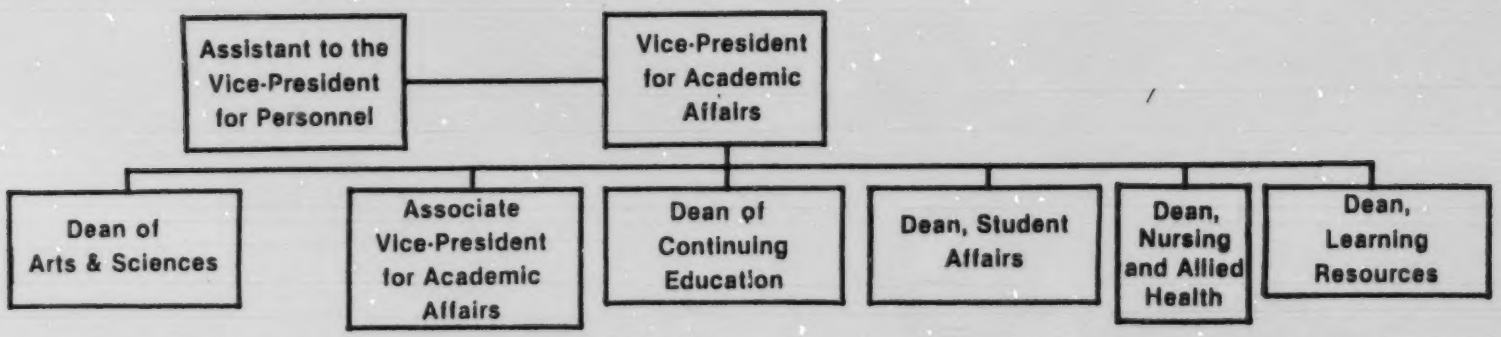

Assistant to the Vice-President for Personnel
Vice-President for Academic Affairs
Dean of Arts & Sciences
Associate Vice-President for Academic Affairs
Dean of Continuing Education
Dean, Student Affairs
Dean, Nursing and Allied Health
Dean, Learning Resources

TABLE OF ORGANIZATION - ARTS & SCIENCES

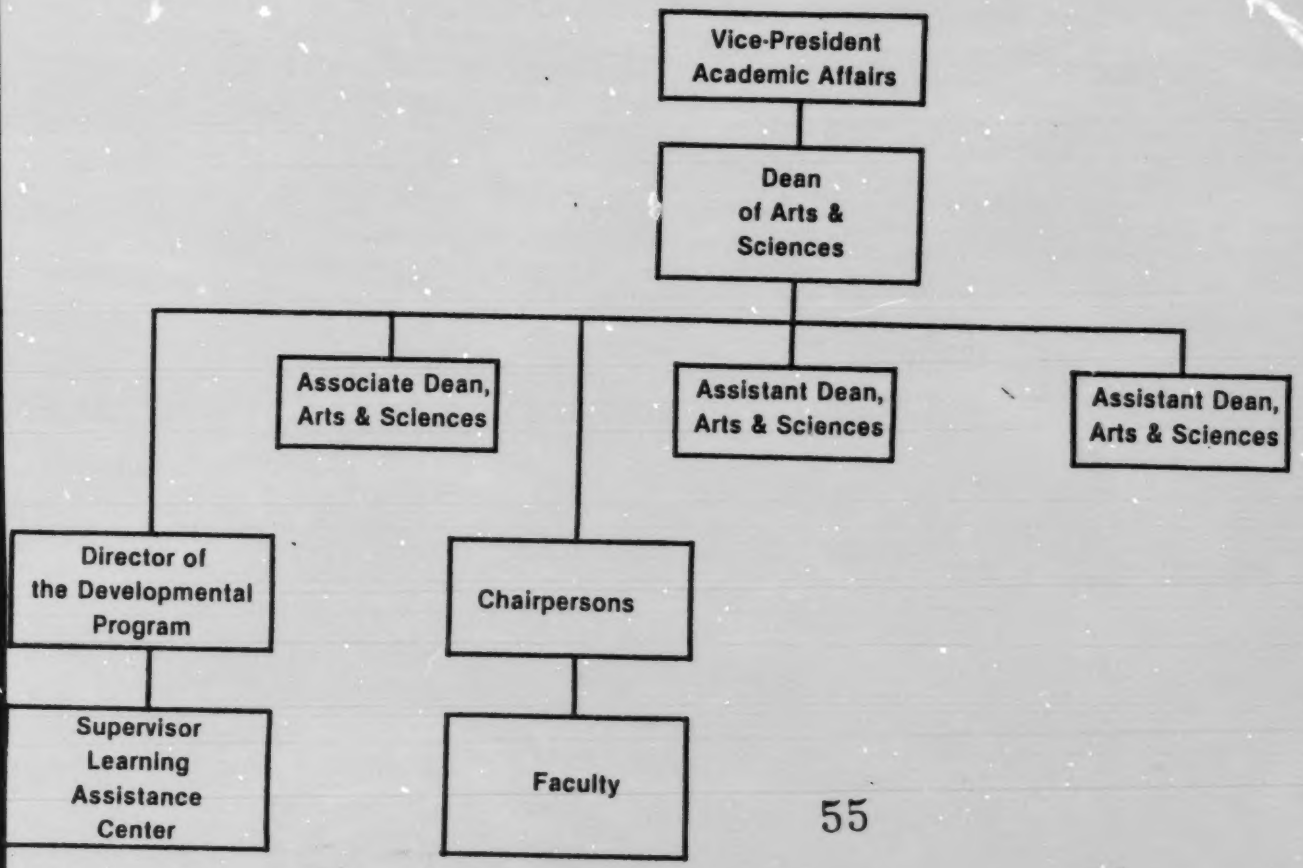


TABLE OF ORGANIZATION - CAREER EDUCATION

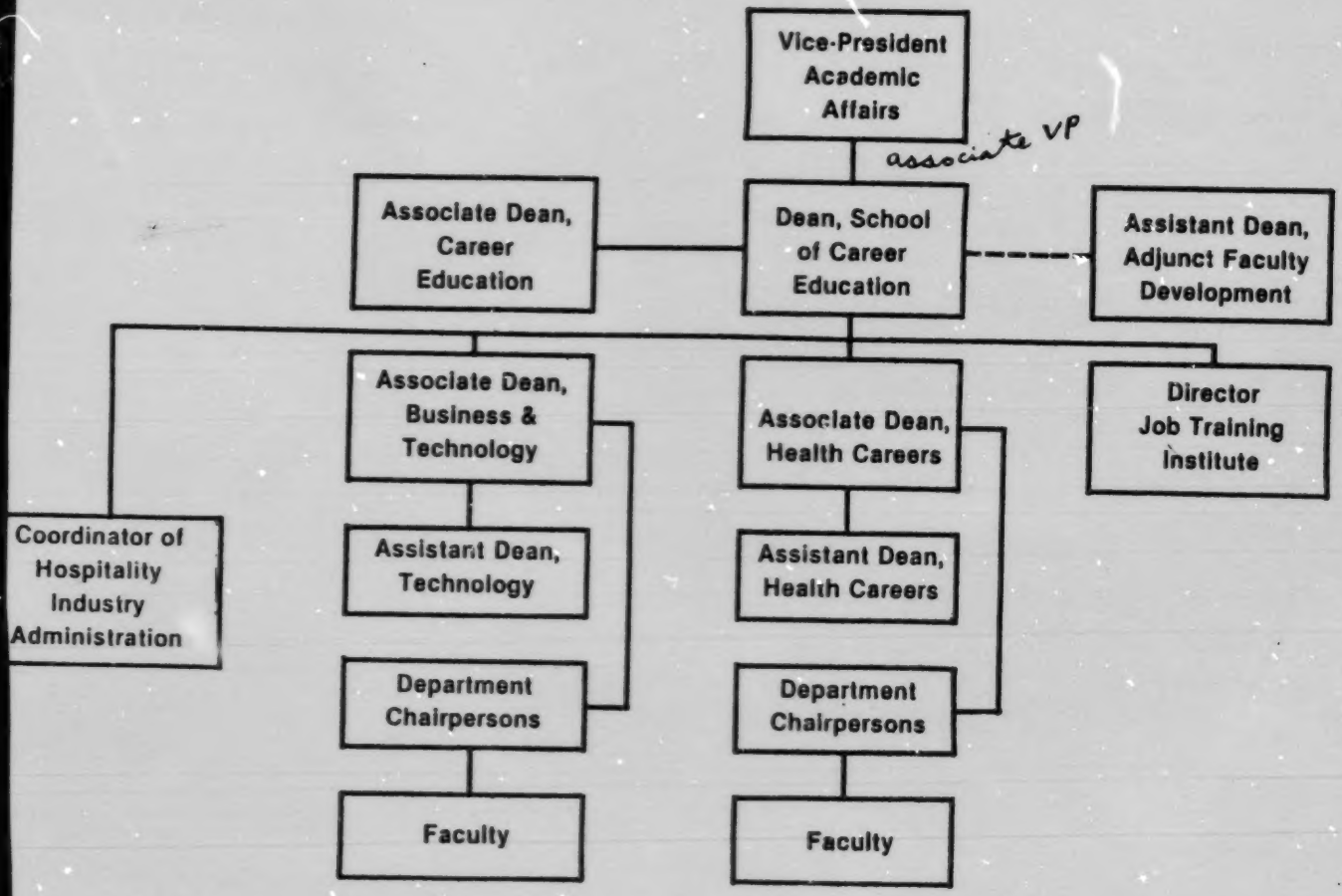


TABLE OF ORGANIZATION - NURSING AND ALLIED HEALTH

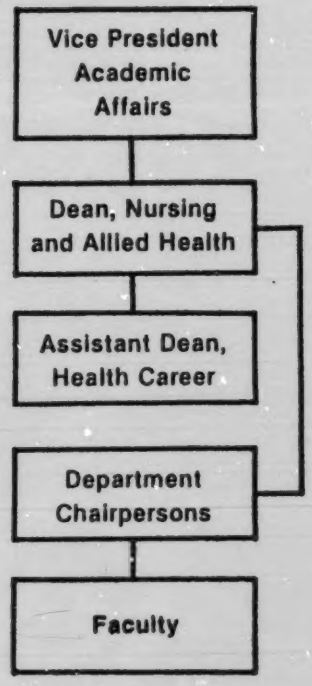


TABLE OF ORGANIZATION · CONTINUING EDUCATION

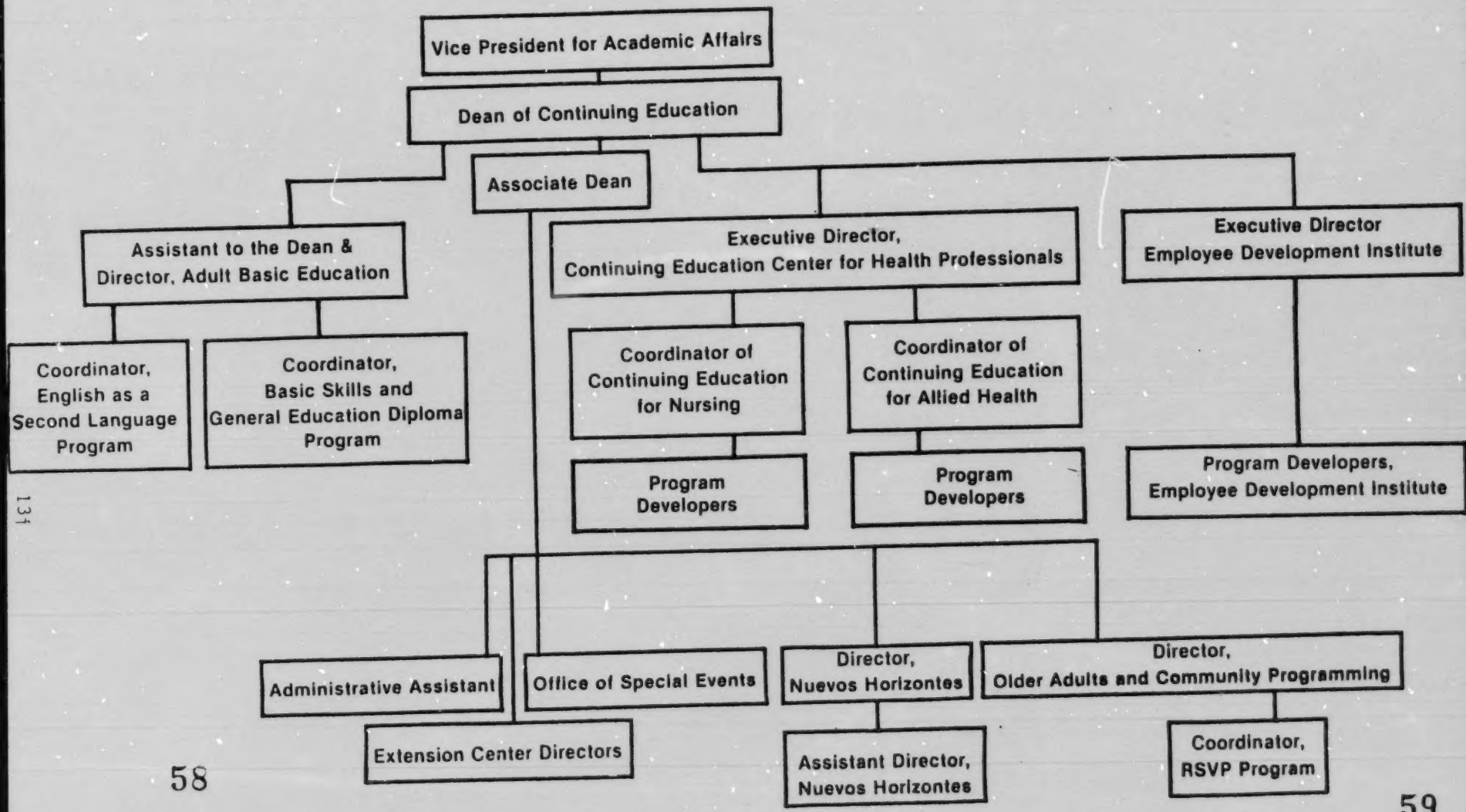

Vice President for Academic Affairs
Dean of Continuing Education
Associate Dean
Assistant to the Dean & Director, Adult Basic Education
Executive Director, Continuing Education Center for Health Professionals
Executive Director Employee Development Institute
Coordinator, English as a Second Language Program
Coordinator, Basic Skills and General Education Diploma Program
Coordinator of Continuing Education for Nursing
Coordinator of Continuing Education for Allied Health
Program Developers
Program Developers
Program Developers, Employee Development Institute
Administrative Assistant
Office of Special Events
Director, Nuevos Horizontes
Director, Older Adults and Community Programming
Extension Center Directors
Assistant Director, Nuevos Horizontes
Coordinator, RSVP Program

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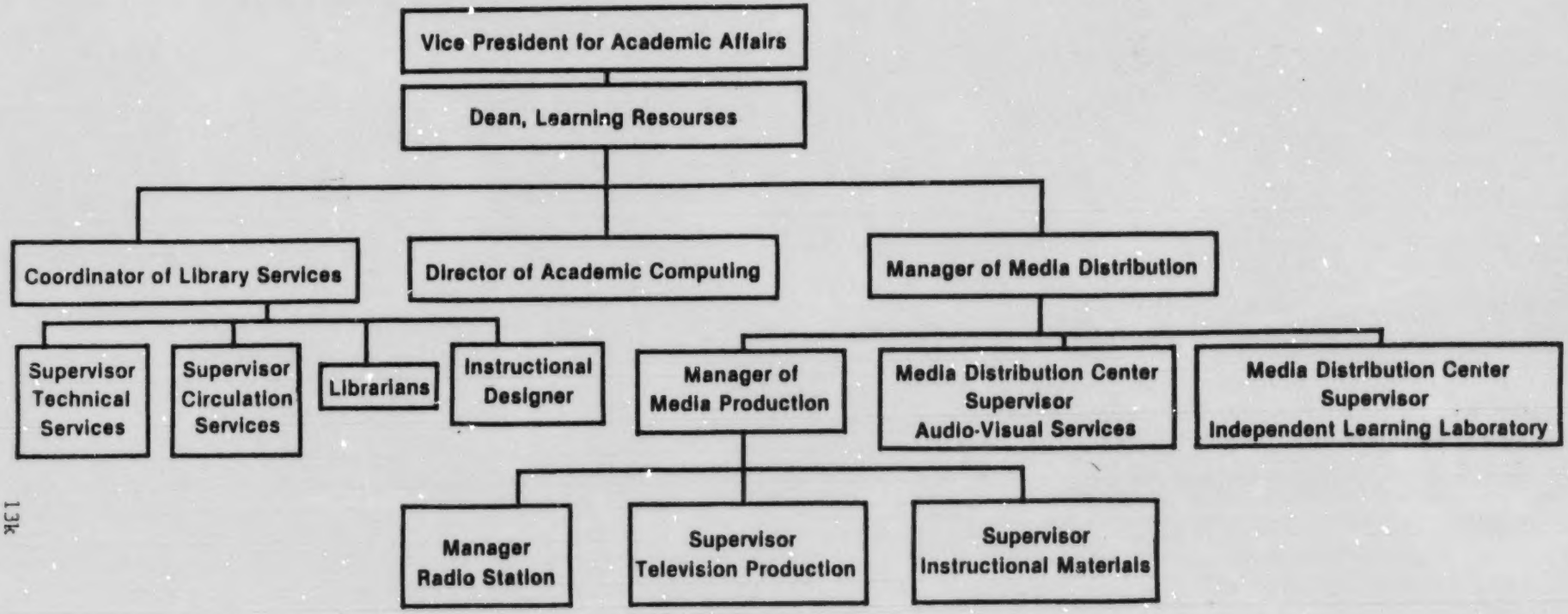
TABLE OF ORGANIZATION - LEARNING RESOURSES

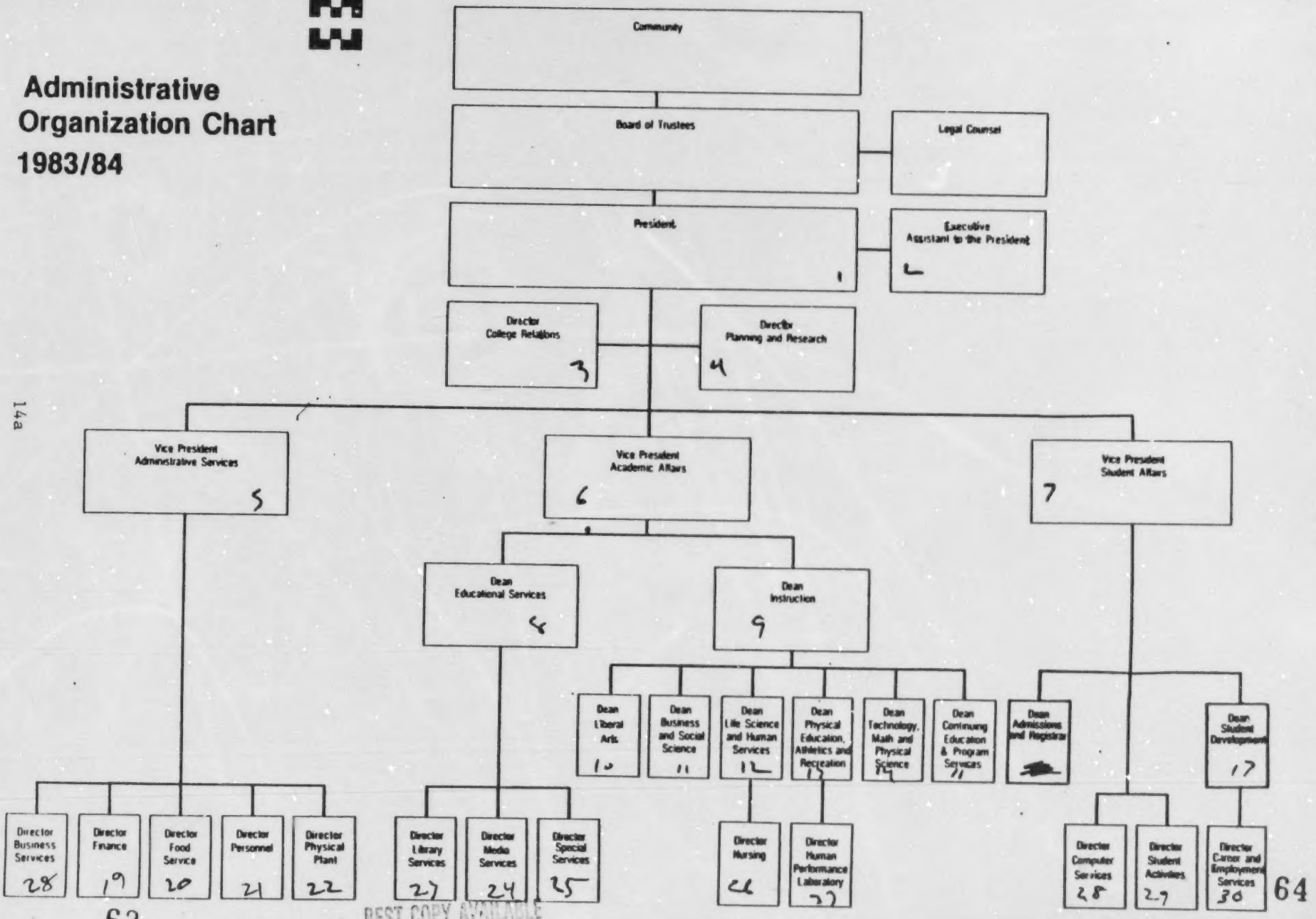


13k

William Rainey Harper College represents its organization on a series of charts, also. The top chart represents thirty administrative functions, just one more than the number of administrators as reported for October, 1982. Of these thirty positions, thirteen report to the Vice President, Academic Affairs. Of these thirteen, eight hold the title of "Dean" and five hold the title "Director." The Directors have responsibility for library services, media services, "special services," nursery, and the human performance laboratory. There are two senior deans--educational services and instruction--and six junior deans, who are the equivalent of division chairpersons. The dean of life sciences and human services supervises the director of nursing. The dean of physical education, athletics, and recreation supervises the director of the human performance laboratory. Those two out of the six deans have "assistants," specialized administrators within their respective areas. The other four "unassisted" deans have responsibility for liberal arts; business and social science; technology, math, and physical science; continuing education and program services.

William Rainey Harper College

Administrative Organization Chart 1983/84



14a

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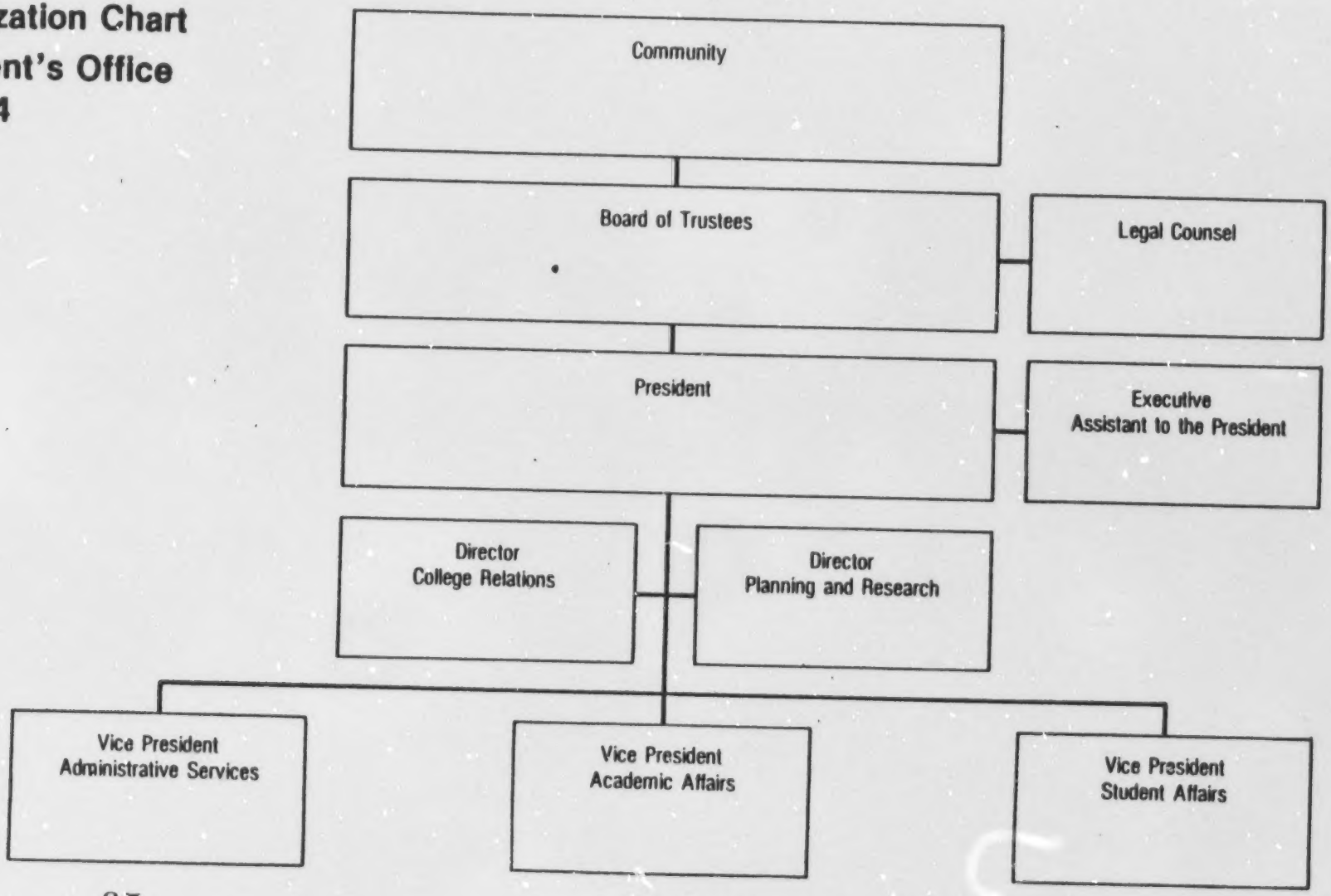
William Rainey Harper College

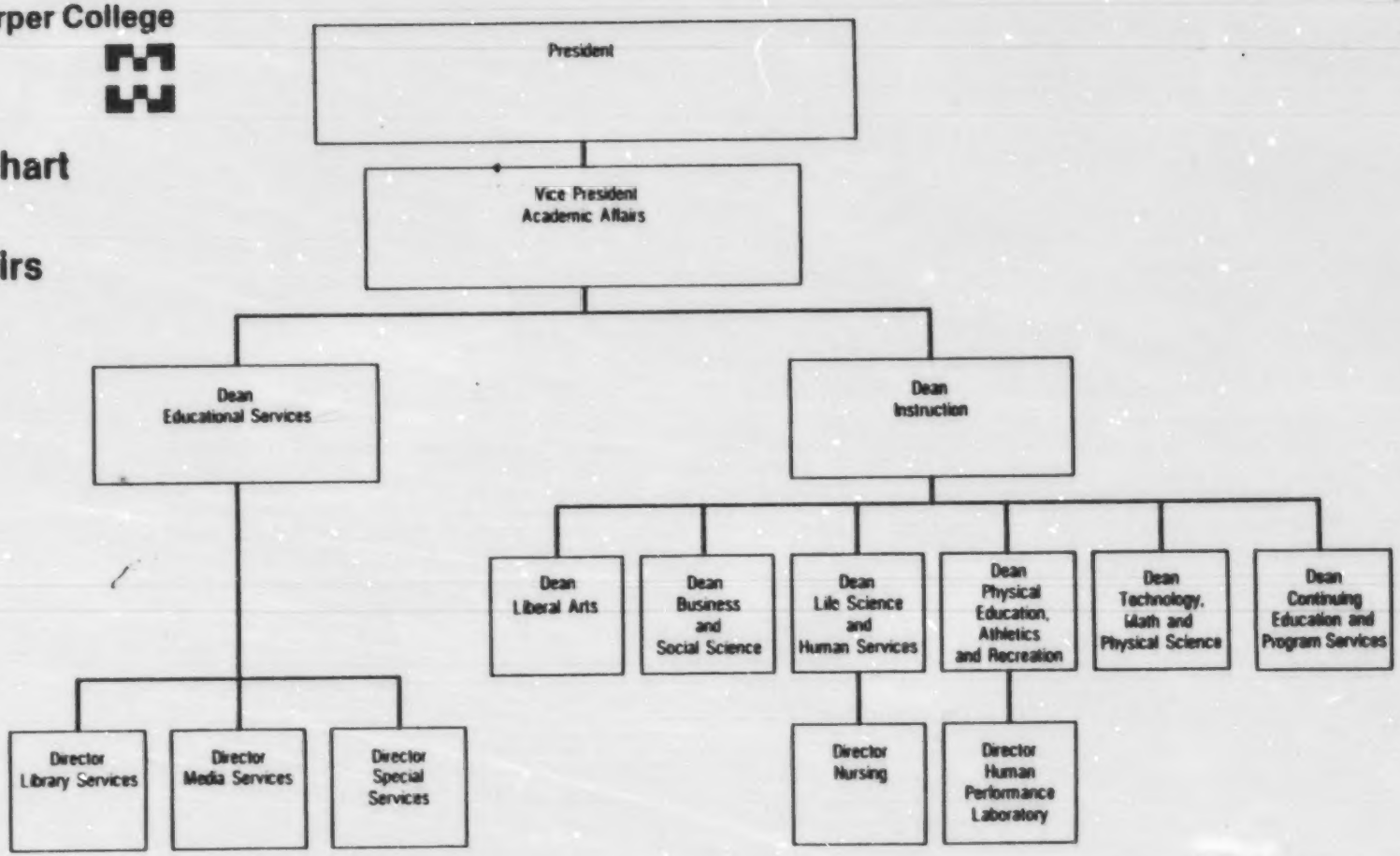
Organization Chart
President's Office
1983/84



14b

William Rainey Harper College

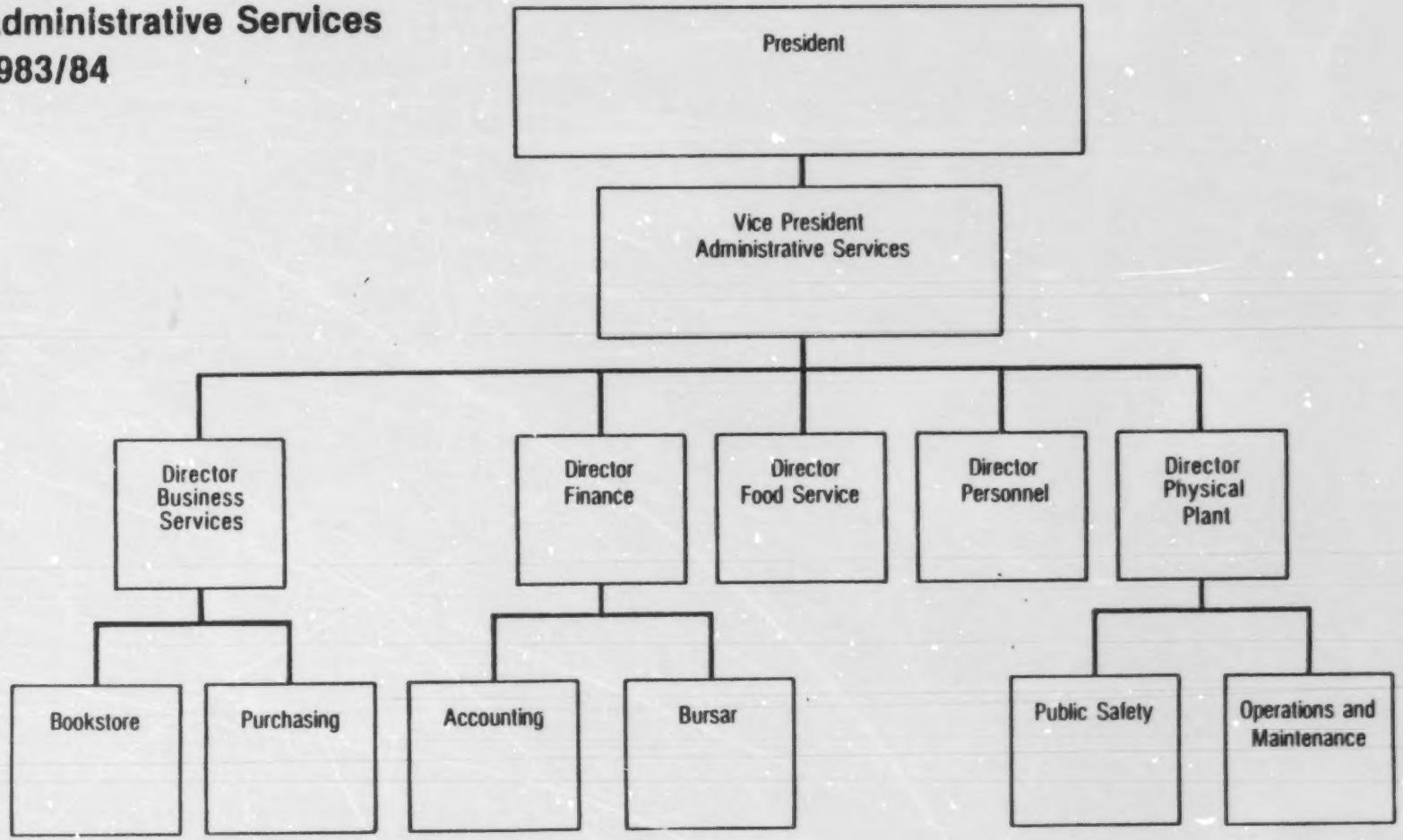
Organization Chart
Office of Academic Affairs
1983/84



14c

William Rainey Harper College

Organization Chart
Office of Administrative Services
1983/84



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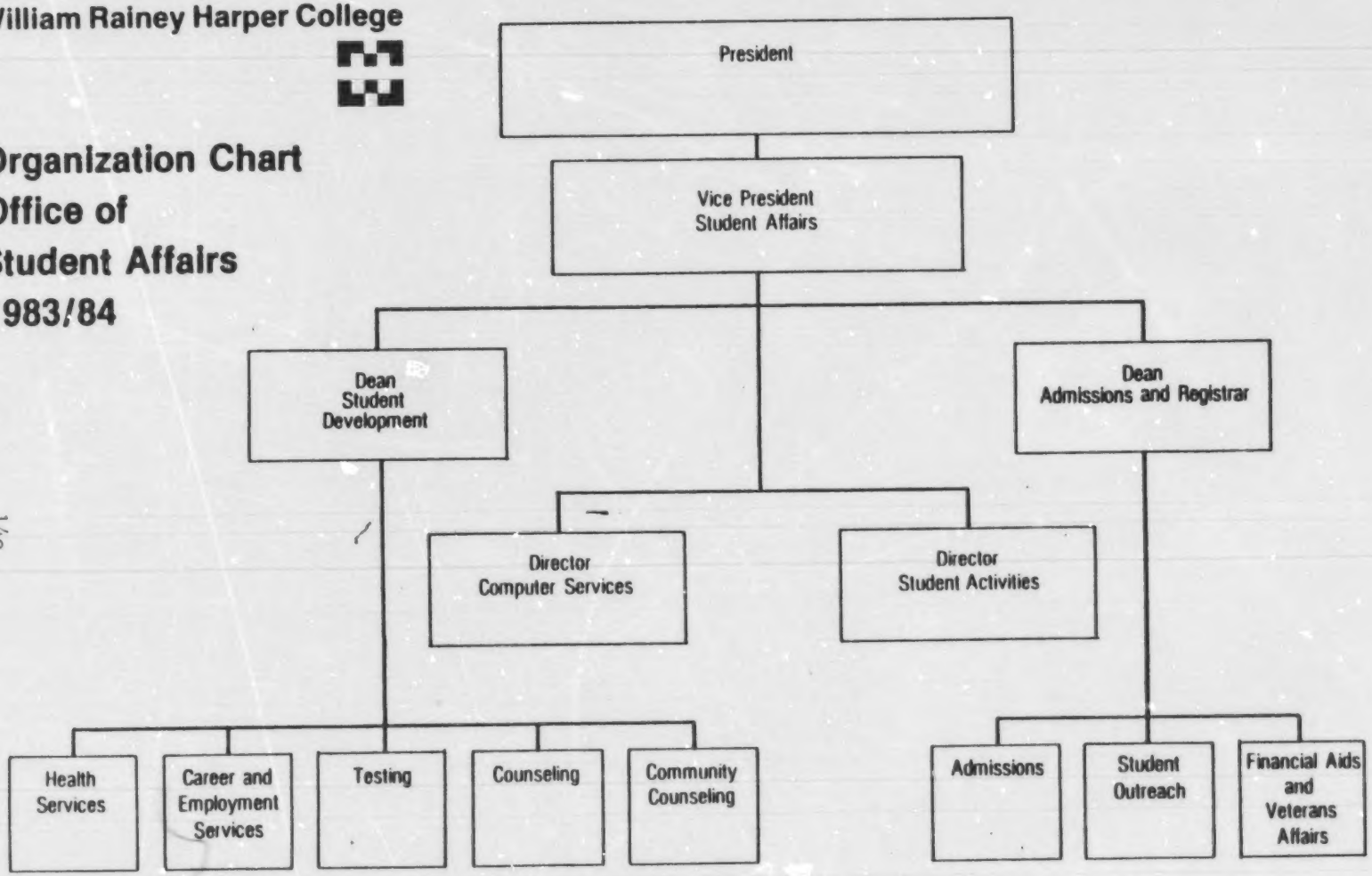
William Rainey Harper College

Organization Chart Office of Student Affairs 1983/84



14e

ACADEMIC AFFAIRS ORGANIZATION
1983-84
LISTING OF DISCIPLINES BY DIVISION

	Office Location	Extension
BUSINESS AND SOCIAL SCIENCE - Larry King	J 249	311
Accounting	Legal Technology	
Anthropology	Management	
Banking, Finance & Credit	Marketing	
Data Processing	Material Management	
Economics	Political Science	
Education	Psychology	
Food Service Management	Real Estate	
Geography	Secretarial Science	
Journalism	Sociology	
LIBERAL ARTS - Martin Ryan	F 350	285
Art	Interior Design	
English	Literature	
Fashion Design	Music	
Fine Arts	Philosophy	
French	Reading	
German	Spanish	
Humanities	Speech	
LIFE SCIENCE AND HUMAN SERVICES - Patricia Bourke	D 191	523
Biology	Health Science	
Child Development	Nursing	
Criminal Justice	Operating Room Technician	
Dental Hygiene	Park & Grounds Operation Management	
Dietetic Technician	Pharmacy Technician	
PHYSICAL EDUCATION, ATHLETICS AND RECREATION - John Gelch	M 228	466
Cardiac Exercise Technician/Leader		
Physical Education		
Recreation		
TECHNOLOGY, MATHEMATICS & PHYSICAL SCIENCE - George Dorner	H 119	375
Architectural Technology	Geology	
Astronomy	Mathematics	
Building Codes & Enforcement	Mechanical Engineering Technology	
Chemistry	Numerical Control	
Electronics	Physical Science	
Engineering	Physics	
Fire Science	Refrigeration & Air Conditioning	

	Office Location	Extension
CONTINUING EDUCATION & PROGRAM SERVICES - William Howard	C 102	548
Community Education and General Studies Community Services, Workshops, Seminars		
SPECIAL SERVICES - George Voegel	F 128	204
Learning Skills Laboratory — Handicapped Services Tutoring — Adult Basic Education		

For purposes of numerical comparison I present the number of administrators and the number of full-time faculty for each of the five colleges, plus Oakton, as published in the 1983 Community, Technical, and Junior COLLEGE DIRECTORY (ISBN 0-8711T-123-6, American Association of Community and Junior Colleges, One Dupont Circle, N.W. Suite 410, Washington, D.C., 1987, pages 34 and 35):

Institution	Full-Time Faculty Reported as of October, 1982	No. of Administrators Reported as of October, 1982	No. of Persons OCC would Identify as Administrators, based on Charts from the Colleges (1983)
College of DuPage			
DuPage Open Campus	006	2	2
Main Campus	199	9	19
Total	205	11	21
College of Lake County	176	37	37
Morton College	62	14	14
Oakton Community College	149	33	33
Triton College	227	33	41+
William Rainey Harper College	273	29	30

It is evident to the informed analyst that these six colleges do not use comparable definitions of what is an administrator. In fact, there is no accepted definition of an administrator, either at Oakton or anywhere that I have been able to discover. This lack of definition puts all further comparisons in some serious doubt. Morton College represents one end of the local spectrum, calling 14 persons "administrators" out of a full-time professional organization of 76 persons. At Morton, between one fifth and one fourth (22.4%) of all professionals are identified as administrators. At College of Lake County, 37 persons are called "administrators" out of a full-time professional organization of 213 persons. More than one fifth of the professionals (21%) are identified as administrators.

College of DuPage represents the other end of the spectrum, with only eleven persons called "administrators" out of a full-time professional group of 216 persons. Taking DuPage at its word to the AACJC, only one out of twenty professionals (5.3%) is an "administrator".

Between College of Lake County and College of DuPage fall William Rainey Harper College with 17% of all professionals called "administrators," and Triton College with 14.5% of all professionals called "administrators."

Oakton, with 22% of all full-time professionals identified as administrators, is near the high end of this distribution. As we examine organization charts, it is advisable to bear in mind the fact that the extent of details on them is purely arbitrary. Oakton's chart should show 33 boxes. DuPage should show only 11 boxes, if the charts were consistent with the numbers reported to AACJC. They are not.

It appears from this up-to-date local sample that two general statements about academic organization can be made. First, there is no single standard. Second, there is no clear evidence that clusters require more administrative services than "divisions" or "departments" do. It is, in fact, reasonable to suppose that clusters require less administrative overhead, but that isn't demonstrable, either. Neither the argument of complexity/simplicity nor the argument of cost effectiveness supports either divisions or clusters. The reasons for adopting one or the other must be found elsewhere.

Concluding Summary and Recommendations

The advantages of a cluster system outweigh the disadvantages. The cluster system enables and fosters both breadth and depth of educational experiences. It does so both for faculty and for students. The faculty and I have detailed those advantages in the first two sections of this document and I will repeat them here.

The disadvantages are logically reducible to two or three. There is some additional difficulty due to complexity. There are greater demands on specific individuals, primarily the deans. There is a superficial noncomparability with other colleges.

The faculty and I concede that the interlocking of disciplines with non-discipline-based units requires additional effort. The cluster system doesn't encourage coasting. It is a spur to all participants. To be good, the cluster system must be better than the division system. It can be, not automatically or easily, but achievably.

It is difficult to be a cluster dean, and the job isn't always or often close to either the faculty's or my satisfaction. It has been done very well from time to time, and the former deans are, by and large, successful as general academic leaders at Oakton and elsewhere (Kansas, Maryland, Texas, Washington) in part on the basis of their experience in this demanding job. It has also been done very well on an acting basis by faculty members--Bernie Katz, John Mikulski, and Pam Drell--as well as by a staff administrator--Trudy Bers. The job is difficult but eminently doable. When it works well, as it can, it is a special satisfaction to the incumbent and to the faculty of the particular cluster. There is abundant testimony to this effect.

The argument based on lack of comparability, either academic or financial, is invalid. It is courses and curricula, not departments or division, that need to be compared, and this is just as possible and almost as easy under a cluster form of organization as it is under a divisional form. The costs are routinely broken out and recombined in a variety of ways. The budget and financial reports of the college permit and even facilitate comparisons, and we make them routinely. What we may not have done sufficiently is to communicate this process and share its results within the college.

We will do so, beginning with an all-administrators meeting the first week in December. Thereafter we will find means to disseminate this information widely throughout the college.

Therefore, I make the following six recommendations:

1. That the Board of Trustees affirms the organization of the college into non-specialized academic units called learning clusters, each under the administrative supervision of a dean.

2. That the Board authorizes the President to organize the faculty into five learning clusters, balanced in number of part-time and full-time faculty, and to seek a qualified person with a strong background in mathematics and/or physical science to serve as the dean of one of the newly defined units.

3. That the Board authorizes and directs the President to take all necessary steps to reduce confusion among faculty and students as to where the persons responsible for specific disciplines and vocational curricula are located, and how questions about disciplines and curricula are answered by the college.*

4. Authorize the President to allocate funds each year, 1984-1989, to provide released time or stipends to faculty in each cluster, to assume leadership roles, under the direction of the dean, in monitoring instructional practices of part-time faculty and assisting the deans in the coordination of the academic units.

5. Direct the President to make an annual evaluative analysis of the functoning of the academic units (clusters, disciplines, and curricula), for each of the next five years, with a view to strengthening the system and improving it.

6. Subject to the findings of college personnel during the period prior to the North Central visit scheduled for 1987, and to the recommendation of the visiting team in that year, make a decision no later than spring semester, 1988, regarding any change in academic organization after the spring semester, 1989.

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* The list of Vocational-Technical program coordinators, cluster by cluster, as disseminated October 27, 1983, is a prototype of one means of providing necessary information in convenient form to all concerned persons. A more explicit system of signage, prominently identifying the programs in each cluster and the offices of coordinators and other faculty specialists, is another example of means proposed to carry out the recommended direction.

Oakton Community College

Inter-Office Memorandum

Date August 4, 1983
To Board of Trustees
From W. A. Koehnline
Subject Recommendation on Cluster System, 1983-84 and Thereafter

A great deal of attention has been given to the question of the short-range and long-range future of the clusters. I want to discuss my recommendations with you in some detail on August 9. In order to prepare you for that discussion, I want to give you those recommendations in broad strokes at this time. They are as follows:

1. That the present five clusters be continued through December 31, 1983, and that Pamela Drell's acting appointment as dean of Learning Cluster Two be extended until the end of the semester.

2. That the reassignment of all faculty to four clusters, effective January 1, be made during orientation week, August 15-19, with the understanding that these changes are subject to adjustment by means of faculty request and reassignment of programs for purposes of balance, but that the assignment in broad outline will be followed.

3. That the present system of faculty assistants to the five deans be continued through the fall semester, but that four new positions, to be identified as Assistant Deans, with primary responsibility for part-time faculty, and other duties as specified, be created as of January 1, 1984, with the objective of placing the four deans in closer relationship to the full-time faculty than they have been in recent years.

4. That although every effort will be made to keep physical moves of individual faculty members to a minimum, some persons who are moving in August will be called upon to move again in January.

5. That the distribution of faculty to be announced during the week of August 15, by name as well as discipline, will follow the recommendations of the deans, thus:

(See next page)

CLUSTER	One	Two	Three	Four
Vocational FTF				
Business	10	4	5	2
Health	4		4	11
Industrial		7	1	
Public Service		2	0	3
Baccalaureate FTF	23	25	27	23
TOTAL	37	38	37	39
PTF	90	90	90	90
TOTAL CLUSTER SIZE	127	128	127	129

VOCATIONAL PROGRAM DISTRIBUTION

CLUSTER	One	Two	Three	Four
Business	CFI DPR RES	ACC BNK	AOM CPS OST WPA	HMM INX MGT MKT
Health	MLT RAD	BET	PTA MRT MTT	NUR
Industrial		ARC ASE ATA ELT/ELS FIR PME	HAT MTA	TTM MMG
Public Service		LAE		CHC

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